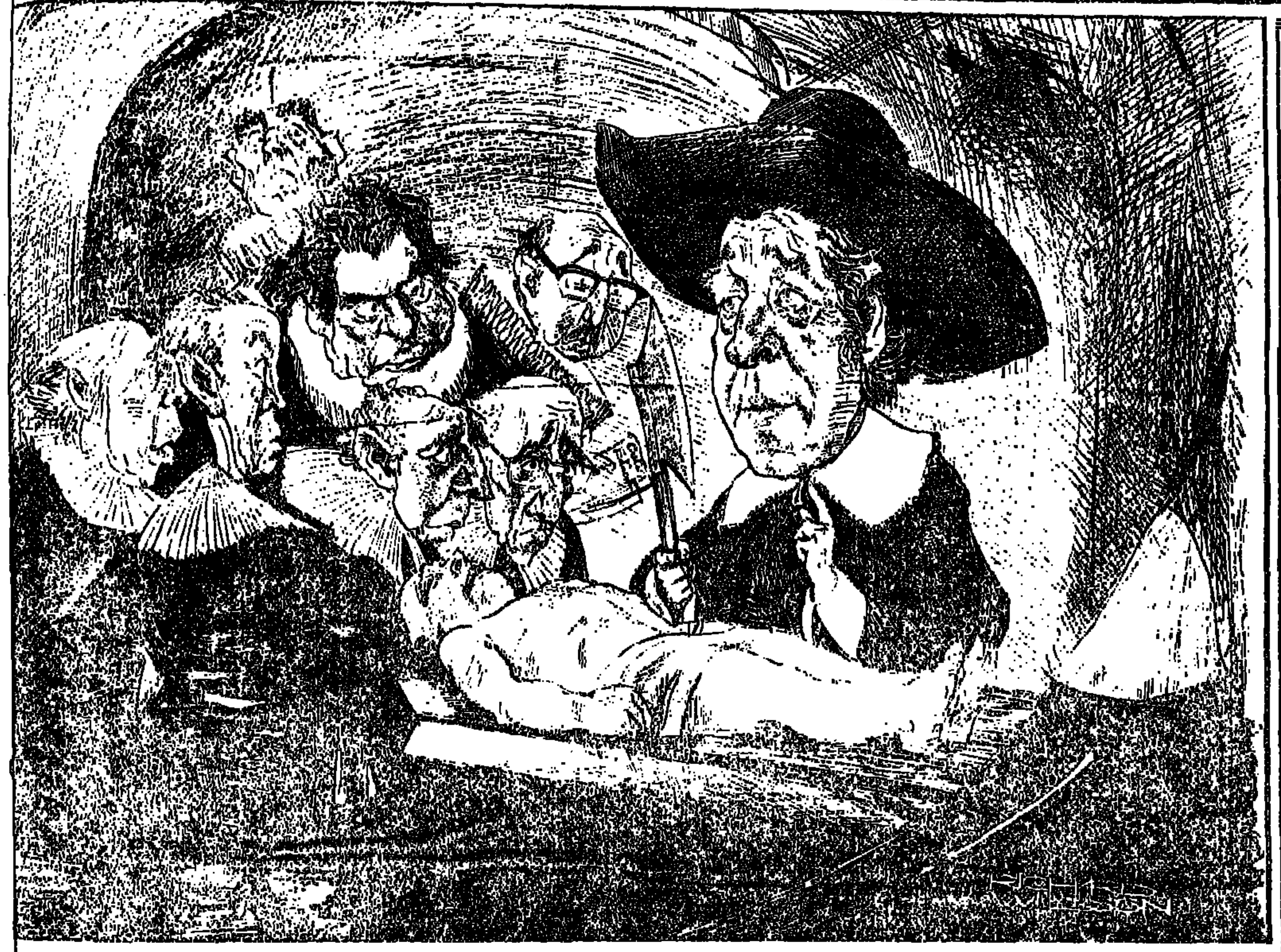
[illegible]

14-780

THE TIMES Educational Supplement

AY SEPTEMBER 5 1975 NUMBER 3144

FIRST PUBLISHED 1910 PRICE 9p



Crosland's Anatomy Lesson : it's up to you where you cut, but cut you must. As local authorities dy the Environment Secretary's guidelines on how they can reduce spending, cartoonist Richard lson catches the sombre mood.

chool and ork

TUC had bigger fish to fry than educa when they met at Blackpool this week two debates were of direct interest to education lobby: Fred Jarvis intro- d an irresistible motion opposing educa- cuts as a curtain raiser to Wednesday's debate on incomes policy. And on nday, Hugh Scanlon turned his heavy llery on the plight of the unemployed ol-leavers, and in particular the need expand skill-training during a recession. at he was saying has been said many es before, but still needs to be said as turn of the economic cycle seems to duce a bigger unemployment figure at nadir. The machinery for doing some- g about this is already in existence in shape of the Manpower Services Com- sion and the Training Services Agency. at is still needed is action on a scale mensurate with the demand.

leanwhile, the Government have now ided to set up a reconstituted advisory y to succeed the defunct National Youth ployment Council. The special needs of ng people—both for careers guidance job placement—continue to provide a e of contention. The Manpower Services mission (and the Department of ployment) dislike the divided responsi- ty which still ensures that, in many s, education authorities retain a big hand in careers guidance. It seems that Mr Michael Foot was minded to support an MSC takeover of the policy functions of the NYEC, but has held his hand because the TUC support the education authorities and careers advisers in emphasizing the need for a more formal and institutionalized recognition of the education interest.

As brash new national agencies with big imperial ideas, the MSC and the TSA are contesting every point. The lethargy and modest powers of the DES in this area—notwithstanding the interest which the Permanent Secretary evinced in his recent address to the British Association for Commercial and Industrial Education—has convinced the new boys that they are the only people with any drive.

However understandable their attempts at empire-building, they are nevertheless misconceived—education should hang on to responsibility for making the link between school and work, and for ensuring that educational voices are raised when high policy is being discussed.

No miracles

It would have been a miracle if the Schools Council working party on the whole curriculum, 13-16, had produced any clear guidelines to ways out of the muddle that secondary education is in. Any Schools Council operation is, by nature, a balancing act between widely different interests and values. No miracle happened, and anyone looking for clear guidelines might as well pass up this mercifully short but opaque document.

However, if people who are paid to read such prose—directors of curriculum, organizers of in-service courses—do their stuff, mining out the fundamental issues from the compromise verbiage, the report does bracket some important targets. The most urgent priority is the call for new kinds of assessment. The sections on maximum participation of all teachers in decision making, on the tensions between balance and choice, and on the rights of consumers are all worth focusing on in staffroom discussions.

The committee were right to resist the temptation of sticking to stirring clarion calls and descriptions of ideal practice—we know from the 1960s that these only rally the handful of crack troops, not the rank and file. They have sensibly focused on the reality that any curriculum must be a reconciliation between many conflicting interests—of parents, children, teachers, employers, of the virtues and defects of different teaching methods and styles. But they have entirely failed—apart from the section on assessment—to give any pointers as to how the conflicts can be resolved.

No comment

Applicants are requested to read the notice on transfers/promotions in the July 15, 1975, issue of the "Education Gazette" before submitting their requests. Some useful information has been included in it for the first time.—From a department of education circular, New South Wales, Australia.

Unemployed

TUC backs teachers against l.e.a. cuts and MSC on training for school leavers. Philip Venning reports from Blackpool page 3

Blow to black education

Will the CRC education department fall a victim to the new race laws? John Gretton and Gavin Scott page 3

Curriculum compact

New all-in system of 16-plus assessment needed to make schools less divisive, says Schools Council report on *The Whole Curriculum 13-16* which calls for a social compact on the aims of education. Bob Doe reports page 5

Research debate

Scientists are the best people to divide up the national cake for science research, research council heads tell the BAAS annual meeting pages 8, 9

Hopes and fears of fifth-form girls

DES survey on why girls leave school sooner than boys of equal ability page 11

Desegregation

The California Supreme Court has agreed to consider the Los Angeles schools desegregation case, which has dragged through the courts for 12 years page 14

What future for local government?

In the face of expenditure cuts, Lord Alexander calls for clear thinking and George Cooke for a united stand if l.e.a.s are to retain the initiative in the education service. page 2

TES Extra :

Travel

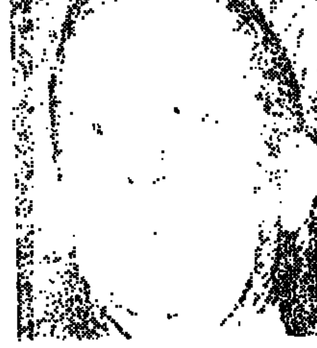
Mainly for school parties : including the US in 1976, desert adventures for 14-year-olds, cruising the French canals pages 33-40

Science, page 13
For the time being magnetic monopoles should not be taken too seriously, says John Maddox.
Letters, pages 16, 17
Work at an early age ; senior teachers ; music ; physics and *Startrek* ; working-class writers.
Features, pages 19-21
Maurice Kogan on teacher accountability ; Survey of the examination boards ; Sue Cameron on the Oxford and Cambridge boards.
Books, pages 22-25
Edward Neill on two new poetry anthologies, C. Arnold Anderson on Europe 2000, Geoffrey Parkinson on social work ; technology textbooks.
Resources, pages 26-27
Ann Crawley looks at simulations ; Deborah Thom on Russian history ; Elizabeth Wrangham reviews materials on the Third World.
Talkback, page 28
Forum—the page for practice, ideas argument and research—starts up again under the Talkback banner.
Arts reviews, page 70
David Self on drama at the Edinburgh Festival ; Betty Still on the Harrogate Festival.
Leaders, articles, page 2 ; people, page 18 ; letters, pages 16-17 ; sport, page 18 ; Aristides, Buckley, page 72.

Classified ad index 29

Crisis in the councils

Two views on spending cuts and the uncertain future facing local authorities


George Cooke.

Lord Alexander.

Surviving the next five years

George Cooke

It is, of course, far too early to make any reasonably well-founded judgments about the effects of reorganization on local government. However, it is surely fair to say at the outset that, on April 1 1974, what we got was, in the opinion of many of us in the education service, the wrong reorganization at the wrong time. . . . Reorganization coincided with the most disastrous economic crisis that this country has experienced over the last 30 years. . . . The education service, as the biggest spender, was obviously the target on which most ill-informed people picked first. The public outcry, which was not confined to people outside the education service itself, took—and still takes—three main forms:

- Since education spends so much, it must by definition be extravagant and able to economize without significantly reducing services or adversely affecting the quality of life in our society.
- Since teachers' salaries form such a large part of the total education expenditure, they ought to be transferred wholly to central government.
- Since certain functions of local education authorities obviously transcend local authority boundaries themselves, they ought to become the responsibility of central government or new regional authorities. . . .

I for one do not believe that local government can afford to do without education, nor do I yet accept that education would be better off outside local government. Moreover, I do not yet accept (as some influential people, though not our new Secretary of State, seem to think) that local government should be written off like so many other of our national bad debts.

Local education authorities need a single effective voice for education at national level, to consult with, cooperate with, challenge and on occasions, confront central government, and to pin responsibility for inadequate standards and services where it truly belongs. . . . This means that local education authorities as a whole must now have a really substantial involvement in the formulation of national educational policy which they are going to have to carry out in a climate of severe retrenchment.

The new consultative council may help substantially to bridge the present deep gulf in understanding between central and local government—we can only wait and see. . . . I still doubt whether the "voice of education" will be sufficiently strong and its needs fully considered. . . . We have failed dismally to prevent local government in general and local education authorities in particular from being made the whipping-boys in the recent battles over the rates.

We should ask ourselves very bluntly what it is we are defending in local government, what sort of values and what sort of image we seek to put forward, why our form of local government is worth preserving and why the education service should remain, at least to the extent that it is now, within local authority control. . . .

There is nothing in history or political theory which suggests to me that our distinctive type of local government has a God-given right to survive regardless of how it behaves.

There is in my view no case whatever for local government if it is simply a pale reflection of national party politics without any distinctive local voice of its own.

There is equally no case for local government to survive if it sees its main function as simply running an administrative machine and curbing expenditure regardless of what happens to the services it provides (the rates are going to rise steeply anyhow for a while because of inflation, and if all we can do is provide steadily worsening services, we really are on a "hiding to nothing" with our customers).

The prime concern of local government, and the only basis on which it can genuinely justify its continued existence, is that—whatever the economic climate—it provides services for the public in ways which are more natural, humane, sensitive and efficient, more varied and truly productive, and more responsive to local needs, conditions, pride and enthusiasm than the alternatives.

It seems to me that l.e.a.s have a collective need for a national body to act as a sounding-board, in which good educational ideas as well as problems and difficulties can be aired, so that the collective body acting for l.e.a.s can become in itself more a policy formulator and influencer in respect of objectives, priorities and standards, and less just a body responsive to and critical of the policies formulated by central government, teachers and other national organizations.

As a local government officer who is neutral in party political terms but passionately committed to local government in general political terms, I personally deeply regret the failure of the attempts that were made during the run-up period to local government reorganization to achieve a single national local government association for England and Wales incorporating, so far as education is concerned, all the best features of the old CCA, AMC and AEC.

In Scotland as a result of their regional reorganization this year, they have achieved a single national convention of the new regional and district authorities but it remains to be seen how well it will work and there are many who appear to have quite serious doubts. In England and Wales, far from achieving one voice for education, we now have in fact four: the ACC Education Committee, the AMA, Education Committee, CLEA and the AEC. We have witnessed, as education officers, with deep sorrow the unhappy conflict between the first three and the AEC.

The weaknesses of CLEA are no more and no less than the weaknesses of local government itself. Maybe, because of party political divisions, it was never really "on" for England and Wales to have a single national local government association, but, if this is indeed so, there are, I think, two very important points that must be made.

CLEA's two parent bodies (the AMA and the ACC) must give to CLEA, or any similar reconstituted body as much authority as it needs to deal with as many educational issues as possible outside the arena of party politics and to deal with them in a distinctively local government way. . . . CLEA should, I think, have a strengthened, more clearly identifiable secretariat of its own and the acknowledged right (as each Local Education Committee has) to debate and to pronounce publicly, swiftly and forcefully on all educational issues, offering immediate advice to the parent bodies and central government. . . .

This does not mean a totally independent body but a body with authority and influence appropriate to the importance of the education service itself. Most educational issues, however it may appear in the media, are not controversial in the party political sense and even the controversial ones would surely not become more so merely by discussion in CLEA. The most important thing now is that local government should speak nationally in a local government way. For this CLEA must be trusted and its position reinforced rather than undermined by all members and officers (not just education officers) of the parent associations and individual l.e.a.s.

It is also important in my view . . . that CLEA and its two parent bodies should now forget the rivalry and bitterness of the last three years and take a new initiative to achieve reconciliation on a reasonable basis with the AEC. This should be done in a spirit of generosity and with a clear vision of a creative future for local government and for education in local government. There is no point in raking over the ashes of last year's fires. . . . It will be a great disservice to education and to local government if we do not all make yet another attempt to bring together in a new way all those who care for the unique values and relationships that our system has hitherto enshrined. . . .

Local government as we have known it may not survive the next five years. It is at present in a weak and confused state; it is subject to enormous pressures and mounting criticisms (many of which are wholly unjustified); it has become all too often an easy and convenient means of diverting criticism from the centre; it has spent too much time on internal conflicts and has dissipated its strength on relatively unimportant matters. If it is to survive, it must rediscover itself, re-equip itself with new attitudes and machinery, and sell itself. . . .

If local government is to go down, it should not be on the basis of wearily arguing the technical details of RSG and possible alternative financial devices or in an attitude of resignation, frustration and exhaustion because it cannot do things, but on the basis of fighting for the things that local government must be allowed to do because it can still do them best.

The most important collective need and function of local education authorities is, quite simply to keep the education service in local government and to make sure that the education service recognizes that (even in the bleakest economic climate) it is better off under local government than under direct regional or national control. Because, if local government were to lose the education services after losing the health service, then the social services and public protection services would surely follow, local government itself would be so emasculated within our constitutional system as to be of very minor importance, and our kind of freedom, already under great strain from new pressure groups within society, would be put very seriously at risk.

George Cooke is chief education officer for Lincolnshire. This article is a shortened version of the speech he made at this year's CLEA conference in Cardiff.

A clear statement please, Mr Mulley.

Lord Alexander

There is, no doubt, a good deal of confusion as to the financial position of local authorities following the various statements which have been made by various Secretaries of State. The first thing which should be made clear is that the negotiations on rate support grant are not yet complete and will not be complete probably until November. Having said that, however, there are a number of points on which there is need for clarification.

The first is the relationship between the statement by the Secretary of State for Education and Science that there is to be a 2 per cent increase in real terms, and the statement by the Secretary of State for the Environment that there is to be a 1½ per cent increase in real terms.

The answer is relatively simple. In the negotiations on rate support grant the estimates relating to various services are undertaken and then merged into a totality. So far as education is concerned, the 2 per cent figure is quite correct as the moneys in respect of education are included in the totality of rate support grant.

Mr Crosland's statement is also correct that when the totality is examined it represents overall an increase of 1½ per cent in real terms for local authority services. This means that services other than education must be getting less than 1 per cent; and indeed some of them may experience negative rather than positive growth.

It is obviously important that this should be brought to attention, particularly in the case of policy and resources committees who have to determine the allocation of funds among the different local authority services. Education being more than half the total cost of a local authority's expenditure and receiving an increase of 2 per cent means that other services must get very much less.

This raises the interesting point that because certain moneys are included in rate support grant in respect of education this in no way guarantees that they will, in fact, be allocated to the education service, since the local authority has complete discretion in how it uses its rate support grant.

Indeed, what is obvious is that the Secretary of State for Education and Science can give no guarantee of any particular policy being carried into effect. He may properly say that moneys have been included in rate support grant to cover the employment of additional teachers, for example, but he can give no assurance that those moneys will be used for that purpose.

The second point which needs clarification is the extent to which on-going commitments are included before the 2 per cent is added. This is not easy to deduce from the forecasting methods used by DES, which rest on national projections of pupil and student numbers, converted into expenditure through the application of average unit costs.

For 1976-77, as I understand it, a calculation of this kind shows that an increase in expenditure in national terms of 1½ per cent over the 1975-76 rate support grant settlement level will be needed to match the growth of pupil and student numbers at existing standards. The small remaining margin presumably makes some allowance for the steady upward creep in unit non-teaching costs, which mainly reflects the increase in standards brought about as new buildings come into use and the consequences of more sophisticated teaching methods. If this assumption is right, there will clearly be no room for any deliberate improvement of standards anywhere in the service.

The department's methods are reasonable enough for national purposes, provided the proper weighting is given to unit costs, to reflect very different levels of expenditure a head at each stage of education; but their broad calculations cannot, as they stand, reflect the varying situation and expenditure requirements of individual authorities.

If an authority has an incre in the number of children, ther an allowance in terms of average cost a pupil. If an auth has fewer children, there is a de tion in terms of the average a pupil in respect of the red number. In both cases the ass tion is liable to major error.

The fact that an authority have 1,000 fewer pupils s over all its schools does not sarily mean that it can save times the average cost of a —a handful of pupils less school does not enable a redu in teaching staff. Equally increase in the number of p if they are appropriately and do not involve extra modation, would not nece involve additional expenditu calculated.

The third point which sho made clear is that increas salaries, as for example the increases in teachers' salarie naturally be taken into acco rate support grant, but on respect of the proportion of expenditure which is borne b tral government. There will sarily, therefore, be a substan crease in the burden on the in respect of such an item.

So far as the recent s award for teachers is conc I would hazard a guess th increased burden on the would be of the order of It may be that in the esti of local authorities some pro has been made in anticipati that decision, but I think it u that any such provision wou adequate. The impact on employment of teachers is obv

The expectation is that next year or so the prosp of a "no growth" policy i terms. The attainment of eve limited aim will depend not s on central government, but al the extent to which local autho can continue to meet their from the rates, and this depend largely on future lev inflation.

The education service wil entering this period with a pr school population which is al declining, but with continuing sures both in the schools and fu education from the 16-19s fror years of high birthrate in the 1950s and early 1960s. There clearly be little scope for any development of the service, a best standards in most areas c held steady, while in others may well have to be some redu

In that situation it is vital those concerned with the educ service should be fully apprise the allocation within rate su grant which is intended for the cation service, and it is no less at local level that the right pro tion of the local authority's ex diture should be allocated to service. It might be helpful Secretary of State for Educatio Science issued to all local edu authorities a clear statement o moneys embodied in rate su grant which were intended fo education service.

In particular, if my analy correct, there should be a recognition that there is no for development, beyond m the inevitable growth of pup student numbers, in the areas this occurs, and that the cont needs of areas of rapid grow only be met within the total older urban areas reduce the penditure as nearly as they c match their declining school lation.

And since the national ex ture figures are unreliable to the situation of individual rities, the more the Secreta State's advice can be couch specific terms of the areas the education service to be p ted, areas of less priority, an operating standards assumed rate support grant purpose better will individual auth know how to plan, and how t ure a fair share of the ava resources.

Lord Alexander is Secretary Association of Education mittees.

TUC at Blackpool

by Philip Venning

FIGHT
THE CUTS
SAVE
EDUCATION

Cuts demo at TUC education debate.

Unions join in fight for jobs

The Trades Union Congress is to resist any attempts by local authorities to make teachers unemployed. At their meeting in Blackpool they passed a motion, which was supported by both the National Union of Teachers and the National Association of Schoolmasters.

Mr Fred Jarvis, general secretary of the NUT, said that leaks from the Department of the Environment's forthcoming circular on local government spending suggested that next year's education cuts would now be £176m. "No matter how you dress it up the education service is facing its biggest threat since the war", he said.

The nursery school programme was still-born in a number of areas. The school building programme had been devastatingly reduced. The youth service would almost certainly suffer some fatal blows. He hoped that the crisis facing education would convince teachers for the need of a united profession.

Mr John Chalk, of the NAS, said that the TUC policy was to maintain and improve the education service. But the government's response had been specious and rather less than straightforward. But teachers knew that the existing fabric of education was being undermined at an accelerating rate.

The education debate was rather overshadowed by the debate on the £6 a week pay limit which followed it. But there was time for three motions. One called for increased resources for education and Mr Stan Broadbridge, of the Association of Teachers in Technical Institutions, said that the Robbins principle on higher education was increasingly under attack.

He said that the Government were using the lowest possible figures to plan student numbers at a time when the trade union movement was trying to get more working-class students into higher education. This depended on giving more educational opportunities to the large number of working-class students who left education for good at 16.

Mr Derek Weitzel, president of the ATTI, drew the attention of the conference to the lack of provision in colleges for physically handicapped students. Many colleges were built with doors that were too narrow for wheelchairs. It was a national disgrace that there was only one college for the physically handicapped, he said.

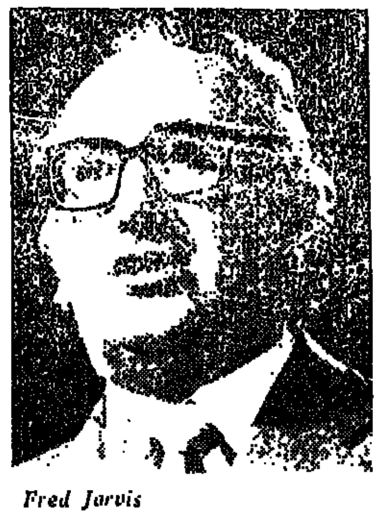
Among the delegates was Mr Fred Mulley, the Education Secretary. In a speech on Tuesday he said that we could not escape the harsh realities of the world in which we live. "We can and must come to terms with them although to succeed may demand a much more radical approach to many of these problems than we have persuaded the British people to accept in the past", he said.

- TUC general secretary Mr Len Murray asked Congress to approve a working party report which called for more money to be spent on trade union education.

Mr Murray said that in 1973 74 no more than 30,000 out of a total of 400,000 office holders received any kind of union education.

Paid release from work for union training should be a legal right in the Employment Protection Bill.

Derek Weitzel


Fred Jarvis

Stan Broadbridge

Hopelessness of young unemployed

The great concern of Congress over school-leaver unemployment was expressed by Mr Hugh Scanlon, president of the Amalgamated Union of Engineering Workers, on Monday.

Proposing a motion which welcomed the Manpower Services Commission, he referred to the hopelessness of unemployment among the young. "Every year half a million young people leave our schools, our technical colleges and our universities", he said.

"They are young, idealistic. They are hoping for the first time in their lives to help themselves, earn a living or commence a career."

But, although they represented 15 years' hard work by parents, teachers, education authorities and others, 158,000 of them were unemployed this August. This compared with 56,000 this time last year.

The Manpower Services Commission could make some contribution, but in the end what were needed were an improving economy and increased investment—but not just investment in machinery.

"A far more precious investment is an investment in the training and education of our young. We know the argument of economists that no investment of training facilities can be made unless they could be sure that their future economic prospects justified it.

"There will be no economic future for Britain, whatever sacrifices or restrictions the British working class accept, unless there is a full-time investment in the training of our young."

Little training was being carried out at the moment. In 1973, 140,500 boys started work—but only 66 per cent of these as apprentices; 33,000 went into jobs which had no prospect of training.

For girls, he said, the figures were scandalous. Of the 107,000 starting work, only 5,000 had some sort of apprenticeship. Of these, 2,352 were in hairdressing.

"I do not think that this generation will tolerate the indignities, the privations and the poverty my generation accepted", he said.

Mr Geoffrey Beer, of the National Union of Agricultural and Allied Workers, said that the agriculture training board should have more funds.

Mr Jack Chambers, of the National Union of Teachers, said that education was important.

The labour movement had always seen it as an escape from the drudgery of wage slavery, and there were signs that the present level of unemployment among school-leavers was more than a result of the economic difficulties. Employers were now asking for experienced people, he said.

The motion was carried unanimously.

National body to give advice on careers

The Government have given the go-ahead in principle for a national body to advise them on difficulties facing unemployed school leavers.

The advisory body will be set up as soon as details have been agreed with organizations to be represented on it.

The Department of Employment recently sent out a letter to the TUC, CBI, local authority associations, and others, proposing a replacement for the National Youth Employment Council, which was wound up last year.

The NYEC's job had been to keep an eye on the special difficulties facing school leavers and to advise the Employment Secretary about possible action. (Community Industry, for example, was first aired in the NYEC.) In its dying words the council called for a successor body, and lobbying has been stepped up in recent months because of high unemployment among school leavers.

The Government are now proposing a national advisory body to represent the schools careers service along the lines recommended by the NYEC. It will probably be rather smaller but its composition and job will be much the same.

The delay in setting up such a body is partly because its relationship with the Manpower Services Commission needed clarification.

Earlier this year the TUC wrote to Mr Michael Foot, the Employment Secretary, urging him to act as quickly as possible. They say he told them the development of training and education policies for young people was the sole responsibility of the MSC.

But the TUC reject this vie MSC was set up to run the G ment's employment and trainin vices. It quickly showed li terested in the difficulti young people and singled out leavers as a group likely to high unemployment this autu has already introduced measu help them, such as grants to maintain the number of appre ships.

But it does not have control the schools careers service.

A replacement for the NYE be a weak partner with the M its job will only be advisory. It will have the advantage specific brief, and will draw heavily on the education world the MSC can. It will also directly to the Employment tary.

So far there seems to have a high degree of cooperati local level between the employ service and the schools caree vice. Cooperation between the and a new advisory body over may prove more tricky.

Meanwhile, the TUC are pr Mr Fred Mulley, the Edu Secretary, to create a special which would set up and sup pilot schemes for extending release. The Government pledged to introduce compu day release, and DES officials been looking at the cost. schemes may look at ways of in ing day release for certain wo such as girls in clerical work, difficulties in particular pa the country.

But the TUC believe the G ment are dragging their fee day release because of the d of money for new developmen

A NEW PART
FOR OUR MOST SUCCESSFUL GERMAN COURS
Deutsch als Fremdsprache Part 1B
KORBINIAN BRAUN and FRIEDRICH SCHMÖE

To make this popular Goethe Institut course even more attractive for the students who have found the transition from the first to the more steeply graded second part too demanding, we are introducing this new Intermediate part. It repeats, extends and gives a further context to the vocabulary and structures of the original *Part 1*, now *1A*, and introduces reading comprehension. To widen the appeal of the course the dialogues of this part are centred on the experiences of a Brazilian student, thus allowing for the introduction of numerous situations which will be encountered by people from all walks of life who visit or go to live in Germany. Accordingly five of the fifteen lessons are devoted to background and survival information. The other ten follow the same pattern as those in *Part 1A*, and serve to build up grammatical and semantic maturity. The Student's Book is attractively produced with photographs to illustrate the dialogues and numerous others of forms, posters and various cities. At the end it has grammatical summaries of all the materials in *Parts 1A* and *1B*. Accompanying it there are a German-English glossary, a Teacher's Booklet, five tapes, 40 slides and a student's cassette.

Student's Book	*Abt. £2.00*
Teacher's Booklet	*Price to be announced*
Glossary	*£0.60*
Tapes	*Price to be announced*
Slides	*£16.50 + £1.32 VAT*
Student's Cassette	*Price to be announced*

HARRAP BOOKS
182-184 High Holborn, London WC1V 7AX

CRC/ATCDE CONFERENCE

L.e.a.s on their own over cuts

Education authorities are to be left completely free to decide where to make their economy cuts, a government minister confirmed this week. There is no prospect of a DES directive where they should make priorities.

Miss Joan Lestor, Parliamentary Under-Secretary at the DES, told a conference of education lecturers at Bromley, Kent, on Monday: "We have ideas as to what services should go to the wall, but you simply can't tell local authorities that on matters outside their statutory obligations they must do exactly this or that.

"I would like to see us providing some direction as to what we feel should be done in the present situation, but I think it would be very difficult to reach agreement even within the DES itself as to what it considers the priorities."

The minister was replying to demands from the floor of the conference, organized by the Community Relations Commission in conjunction with the Association of Teachers in Colleges and Departments of Education, that the DES should exert pressure on local authorities to continue developing multi-racial educational programmes, whatever the cuts in other fields.

Miss Lestor dealt rather more sharply with accusations that her appeals that colleges should do more to equip teachers for a multi-racial society were "sheer fantasy" as their resources were being cut.

"It's a question of attitudes, and that doesn't cost money", she replied.

She told the conference: "We have to realize that many of the students now in the colleges will be teaching in the year 2000 in what will be a very different environment. It will be very much more a multi-racial society, and they will play an important part in educating people for that society.

"The country as a whole will be multi-racial, and we need to educate children in all parts of the country to understand what it is about. At present we tend to think that the right place for black and Asian and Cypriot teachers is the areas of immigration, without realizing that they are needed just as much in places like Devon, where it is more difficult for children to understand the kind of society they are growing up in."

Disadvantage unit 'too cautious'

College of education lecturers criticized the Educational Disadvantage Unit after Mr Colin Roberts, the HMI attached [illegible] had told them not to expect any new thinking from it.

"Our activity", he said, "is rather a desperate attempt to keep in touch with whatever trends are going on in society." They were not there to develop policies but "viewpoints".

"We are dismayed", said Mr Paul Zec, senior lecturer at All Saints College, to murmurs of approval from the conference. "We had hoped the unit would be a rallying point. But you and the DES as a whole cannot make up your minds whether to apologize for poking your noses in or to apologize for not poking your noses in. If you must err, for the sake of a just multiracial society, err on the side of indiscretion."

"We have waited years and years for leadership from the DES", said Miss Molly Lloyd, principal lecturer in education at Southlands College. "We thought the EDU would give it at last. But it hasn't.

"They are not even prepared to develop any policies. And with the threat to the education department of the Community Relations Commission one is even more worried about the inactivity of the unit and the DES. If only the Department could for once prevail upon itself to say something strongly about prejudice and race relations in education, those working in the field would rejoice."

Mr Roberts said the unit did not wish to adjudicate between different ideas on what was needed. "There are those who say the problem stems from the educational system, and those who say it is the individual and his background. We have wrestled with our thinking a little from time to time and come up with the concept of 'discontinuities', or gaps where the serviced and the service do not meet properly. This avoids blaming anyone."

The other important disagreement was whether to aid the disadvantaged by giving them extra resources, or by allowing them greater power in the system through participation.

"We don't want to adjudicate there either. You mustn't expect any high power thinking from the unit."

SPECIAL ANNOUNCEMENTS

All Home Economics and Needlecraft Teachers and others professionally interested are invited to the

LIVERPOOL HOUSECRAFT EXHIBITION

Students' Union Building, University of Liverpool,
2 Bedford Street North, Liverpool
Saturday, September 20, 9 a.m.-4 p.m.

73 EXHIBITORS

displaying fabrics, needlecraft equipment, food, household equipment, books and resources.

Organized by Housecraft, Hamilton House, Mabledon Place, London WC1H 9BB. Copies of August/September Housecraft with Exhibition Guide free on request.

MIDLANDS MATHEMATICAL EXPERIMENT CONFERENCE
Saturday 27th September 1975
at Coventry College of Education
Group A: Introducing Trigonometry
Group B: Vector Mechanics
Details and application forms from: The Secretary, MME, West View, Five Ways, Hatton, Nr. Warwick.

Make sure of your copy of The TES every week by placing an order with your newsagent.

S East Lancashire Simulation Conference
November 2nd, 3rd, 4th, 5th
Lea Bank Teachers' Centre, Rossendale
Themes for 1975:
Youth and Community,
In-Service Exercises,
Classroom Exercises.
In association with the Berkshire Simulation Conferences '72, '73 '74.
Apply - S.P.A.T.E., Spate, Nelson BB9 8JT

Crisis plan to house students

Emergency plans to prevent thousands of new students from being homeless when the new term starts at the end of the month, are being drawn up by accommodation officers at London polytechnics.

In a plea to London landladies to help to find homes for about 11,000 students from many parts of the United Kingdom, Mr Peter Hodges, accommodation officer for the Polytechnic of Central London, says that their plans include the use of lecture rooms equipped with mattresses.

Landlords' fears that the Rent Act will make it impossible to get students out once they are in has added to the shortage of suitable digs, but in many cases the fears are groundless.

The polytechnics are also combining to spend about £2,700 on an advertising campaign in newspapers and on commercial radio.

The colleges concerned are the Polytechnics of North London, Central London, South Bank, Thames and St. Martin's School of Art.

The accommodation officers say that only about 4,000 students are fixed up so far.

NUT seek assurances

The National Union of Teachers will continue to resist cuts in education spending. The union's executive have issued a warning to local authorities to support teachers in their opposition to cuts or face the risk of strike action.

After a meeting last weekend the executive said they were concerned about the statement by Mr Mulley, the Education Secretary, at the CLEA conference in Cardiff that local authorities faced a period of restraint. They are seeking assurances from Mr Mulley that he will do everything he can to fight the cuts.

The union will resist compulsory transfer of teachers, non-filling of vacancies, and any deterioration in staffing. Guidance to branches on a step-by-step procedure for protest was issued earlier this year. Strike action cannot be ruled out.

Training: Unesco call for sweeping reforms

by Paul Moorman

GENEVA

Sweeping reforms in teacher training to mirror the new function of teachers and schools in society emerged as a top priority at the nine day International Conference on Education, which opened in the Palais des Nations here last week.

Organized by UNESCO's International Bureau of Education, the conference, which was due to end yesterday, was attended by more than 400 educationists, politicians and policymakers from 80 countries. Its theme was the changing role of the teacher and the effect of this on preparation for the profession and on in-service training.

Mr Amadou Mahtar M'Bow, UNESCO director general told the conference that the teachers of tomorrow would have to be concerned as much with the community around them as with the simple transfer of knowledge.

Schools would need to become "centres of stimulation and collective action" as well as "new instruments of progress for both adults and children." Such a far reaching transformation of the teacher's essential function would call for a matching renovation of his training to make it more practical and more continuous.

Four factors were deeply influencing the role of the teacher, according to a conference document drawn up on the basis of questionnaires sent to member states.

These were:

Industrialization, which made necessary more scientific and technical education;

The move of rural populations to towns, creating bigger classes and a bigger social mix of pupils;

A handover of what used to be parental responsibility to teachers, particularly in families where both parents went out to work;

A new generation of pupils, more knowledgeable and critical than before because of their greater exposure to the mass media.

Unesco statistics presented to the conference indicated that some developed countries were approaching the point where they had enough teachers. The less developed regions, on the other hand, were going to need massive increases by 1985 merely to maintain present standards. Fifty-one per cent more primary teachers would be needed for Africa, 55 per cent more for Asia and 49 per cent more for Latin America.

To achieve universal primary education by the same date, 92 per cent more teachers would be required in Latin America, 147 per cent more in Asia and 200 per cent more in Africa.

Full conference report next week.

Labour outline new deal for arts and entertainment

A ministry for arts, communication and entertainment, which would be responsible for all of the arts, including the film industry, broadcasting and publishing, has been proposed by the latest Labour Party Green Paper.

Until now the Department of Trade has been responsible for the film industry and for matters relating to copyright. Both would be dealt with by the new ministry.

The document is the result of a study group chaired by Mrs Renee Short, and its themes are that more people should have access to artistic enterprises, that the arts should have more support from central and local government, and that workers in the arts should be adequately paid.

The suggested organizational changes are aimed at increasing participation by the "consumers". Local authorities would be the basic policy-making unit, and would be required to establish arts and entertainment committees. Half the members would represent the entertainment unions and administrators.

Delegates from these committees would attend annual regional conferences and a national conference. A new national council for arts and entertainment which would replace the Arts Council would have a chairman and vice-chairman elected by panels of equal numbers of local authority members, union and management representatives, and nominees of the minister. There would be separate conferences and councils for Wales and Scotland.

The Study Group also advocates the introduction of a public lending right to pay writers for more than 600 million loans of their books every year. Most books are published in small editions with the library market in mind, and this makes it increasingly difficult for a writer to make a reasonable living. The proposal would cost an estimated £5m.

Theatre in education is recognized by the study group to be the most vulnerable but the most important area of theatre expansion. It recommends that significant resources should be allocated to this, and to community theatre.

The total cost of recommendations is estimated at £250m, of which half would be paid by central government, and half by local authorities through a compulsory minimum rate of 0.50p in the pound.

They point out that £250m is merely 5 per cent of the education budget.

The Arts: a discussion document of the Labour Movement. A Labour Party green paper. 20p.

Technology to lighten load

Warnock

Skilled teachers of handicapped children are expensive and scarce say the Council for Educational Technology in their evidence to the Warnock committee investigating special education.

Educational technology should lighten the load of repetitive work in class, thus freeing teachers to work with children who need extra attention.

Special teachers must be trained to use educational technology even more than teachers in ordinary schools, say the CET. They must understand the potential of modern teaching equipment and the contribution it can make in organizing classroom time.

The CET ask the committee to consider employing properly-trained technical and production staff, and support staff such as child care specialists.

The Association of Educational Psychologists, in their evidence, say they cannot give schools adequate support while the service is chronically understaffed.

They say that every school, whether special school or not, should have a close relationship with one psychologist so that "problems are discussed as they arise, programmes are thought out in advance, difficulties are foreseen and averted, and resources are coordinated".

They also say that parents' opinions have not always been given enough weight. But, they claim, parents generally know their children better than anyone else.

Local authorities should foster and encourage local self-help groups as parents are often under stress and need support. Schools should also encourage good relationships between teachers and parents.

This must be on equal terms since such schemes often fail when the school only allows contact on sufferance, and assigns parents only to the more menial tasks.

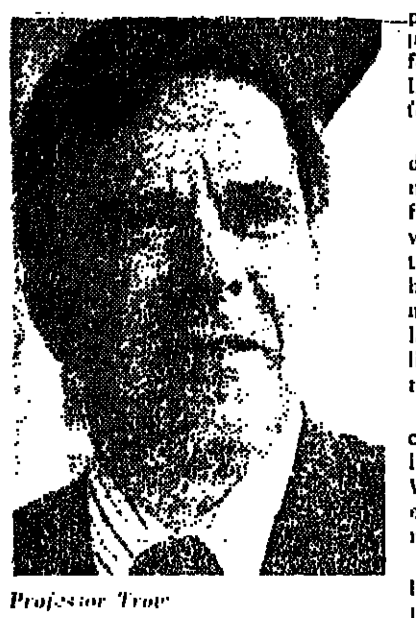
Mr Douglas Cohen of Rushworth Primary School for educationally subnormal children in south-east London, says in his evidence that ESN schools for both mildly and severely subnormal children should be renamed Educational Priority Schools. He says that in terms of staffing ratios this is what they are, and people might see them as a source of additional resources for those in need rather than as a slur on the community.

Professor defends the elites

Research and scholarship of the highest quality needed a stable environment which was insulated from the noise and turmoil of university politics and academic reform, Professor Martin Trow, of the graduate school of public policy of the University of California at Berkeley told the first session of the conference.

Such an environment was most likely to be found within what progressives scathingly called "elite institutions". Within this category Professor Trow classed most British universities, many American graduate schools, and the French *grandes écoles*

He said that despite attacks from politicians outside and from academics within (some vice-chancellors were hostile to the essential purposes of their institutions, he said), he was optimistic about the survival of elite higher education.



Professor Trow

"While elite higher education has its enemies, some of whom cannot be placated, it need not add to them out of its own hubris", he said. "I do not, for instance, believe that mass higher education or institutions with universal access for continuing education are the enemies of elite forms.

"The bulk of the provision for higher education cannot be in elite forms; for one reason it is too costly, for another only a fraction of students and teachers have the interests, motivations and abilities to take part in the intense personal and intellectual relationships that make up elite education."

Professor Trow said elite education was partly defined by the quality of the personal relations within it—teachers and students met within a community of scholars.

"The traditional English idea of the university is that education that does, in fact, have a vocational character, must necessarily be bureaucratic, marked by relations between students and teachers which are defined rather narrowly by the technical syllabus, segmental rather than comprehensive, with obligations that are specific rather than diffuse."

However, elite education flourished. Professor Trow cited the Massachusetts Institute of Technology and the undergraduate courses at Harvard and Swarthmore or the tightly-knit graduate schools such as those of his own university at Berkeley.

"Institutions of elite higher education are machines for raising students' ambition, and for providing social support and intellectual resources for the achievement of those ends. Mass higher education, by contrast, centres on the transmission of skills and knowledge through relations between teachers and students that are more fleeting and impersonal".

These institutions would survive, Professor Trow concluded, if only because of the importance of the contribution they made to the economy and to society. Despite their expense and inegalitarian nature, these universities and colleges had powerful roots. They were often backed by their former students who had gone on to become civil servants and politicians.

However, he emphasized that they were not the enemies of the mass institutions; they could co-exist.

'Equality could spoil research'

Economic pressures would force universities to run more one and two-year courses, Mr Charles Carter, vice-chancellor of Lancaster University, said in his introduction to the discussion on the aims and purposes of higher education.

He said that, because the amount of money available for higher education was no longer growing, pressure would be put on the universities to concentrate on the vocational needs of society. This would involve training for specific jobs and general preparation for professions.

Mr Carter doubted the future of the general degree. The professions used to distinguish between the education of civilized men and their later professional training, but a society which believed in early maturity and early marriage could no longer tolerate this lengthy two-part education.

But some professions refused to change. Many firms of accountants still preferred to recruit graduates in general subjects from Oxford and Cambridge as their articled clerks rather than accountancy graduates from other universities.

Mr Carter went on to discuss various concepts of equality. The British university system did not give real equality of opportunity, for the equality it offered was between those qualified to take degrees, and not between those capable of some period of higher education.

Measures which purported to increase equality could have an adverse effect on university research, he said.

"The truth is that research is necessary to universities as a means of enlivening their teaching or (more cynically) of attracting their teachers. But it cannot be shown either that universities are necessary to research, or that a particular amount of research is necessary to the nation.

"Worsening of the student-staff ratio, or expanding those institutions which teach but do little research, will be seen in the universities as a loss of opportunities for excellence either by the diversion of funds to other institutions or the spreading of available research money more thinly."

Mr Carter concluded with a plea for more information on just what conditions were necessary to produce good scholarship. Countries with widely different policies on spending seemed to be able to hold their own in scholarship, he said.

Degrees of protection

Academic credentials protected the public against professional incompetence, Mr Gareth Williams, professor of educational planning at Lancaster University, told the conference.

"It is true that much of what is done by doctors, for example, does not need a high level medical qualification and could be done equally well by a conscientious medical technician", he said. "The public, however, would be subject to even more risk than at present from charlatans and quacks if there were no limitations on those who are allowed to practise medicine."

Against the view that higher education should concentrate on educating and not on labelling, Professor Williams argued in favour of using educational credentials for employment.

The problem in the so-called liberal professions, he said, was that the professional bodies themselves had to exercise control over the awarding of credentials.

But the public interest would probably be better served if credentials were awarded entirely by an educational system which had no possible interest in limiting the numbers who could enter the profession.

There was a second, more important, justification. If educational qualifications were abandoned as qualifications for good jobs, all sorts of other procedures in which wealth, influence, power and, most important of all, access to information, would be used instead.

"It is a general social law that the simpler the rules the easier it is for the socially deprived to take advantage of them. The more complex the rules the more they can be played to the advantage of people with access to detailed information.

"I would be prepared to argue that the greatest inequality in any society is inequality of access to, and ability to process, information.

"If a young person from a poor family knows that a university degree is a necessary and sufficient prerequisite for entry to a certain kind of career he has a specific and straight forward target at which to aim."

If the criteria of recruitment to posts of influence and power were to be based on uncontrolled selection procedures, he was likely to be at an even greater disadvantage than he was under the present more-or-less meritocratic arrangements.

New studies bring changes

The strict boundaries between university degrees, and college diplomas were gradually disappearing, Dr Ladislav Cerych, director of the European Foundation at the Brussels Institute of Education, told the division discussing access to higher education.

Dr Cerych said that new forms of study, like the diploma of higher education, were abolishing the traditional distinction between universities and other sectors. A new system was emerging in Europe which—if not yet allowing universal access—did make it increasingly harder to define what was and what was not higher education. Developments like the Open University, for example, subverted the old system.

Professor Marcel Goldschmid of the Swiss Federal Institute of Technology, talking to the group looking at teaching and learning, pointed to the alignment of European trends, such as the greater use of computers and teaching machines, the creation of "resource centres", and teaching by students themselves. He also talked about the radical alternatives, such as the OU and the French "University Without Walls".

In another section of the conference, Professor Ian Lister of the University of York spoke on the more fundamental changes in the organization of education.

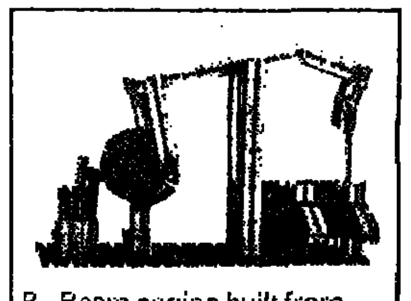
Excellence or equality?

Lancaster University's third conference on higher education.

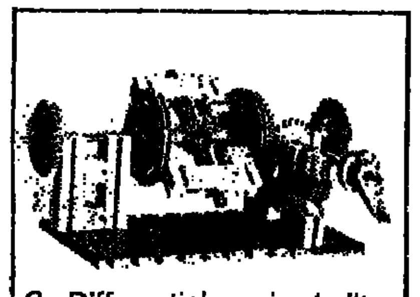
Does more mean worse?

Evidence showing the falsity of tl
"more mean worse" argument w
cited by Professor Torsten Hus
of Stockholm University, in a speec
on equal access to higher educatio
He said that empirical studies h
shown that a sizable loss of tale
occurred in countries with high
selective university systems.
Scholastic aptitude largely co
sisted of non-cognitive attributes.
most half of the individual diffe
ences in educational attainme
could be attributed to purely inte
lectual factors; the rest was due
motivation, interest, perseveranc
health and home background.
The bell-shaped distribution of
was by no means divinely ordaine
It was simply an artifact of the pr
cedures by which the tests we
constructed.
He also said that there was e
dence that the pool of talent was
some extent expandable. IQ leve
could be considerably improved
additional formal education.
There had been a slight improv
ment in the mental ability of s
dents between 1918 and 1943 wh
enrolments in United States hi
schools more than doubled. Anoth
investigation had shown that t
average level of ability among c
lege entrants had risen from t
53rd to the 60th to 65th per cent
between 1920 and 1965.
An international study had sho
that the top 5 per cent of 18-ye
olds in the United States, wh
there was a long established syst
of secondary education, scored
the same level as their Fren
German and British contempor
in selective schools.
"Thus we can to a consideral
extent stretch the cognitive capital
Times Higher Education Supp
ment.

A. 'All purpose vehicle' built from set 1000V.



B. Beam engine built from sets of UT1 & UT2.



C. Differential gearing built from sets UT1 & UT2.

D. A logically controlled car lift built from sets UT1, UT2, UTS & UT4 + Logic Modules

fischertechnik® the construction system without limits

This might not look like much to you, but to Paul aged 5, it is really something (picture A). When asked he described it as, "A big car. It can go on the sea and on the road and it can fly over hills, it has big guns and there are wings. It can go 200 miles an hour but it gets very hot and it will burn up. The men will be alright because they can go to the big part at the end of the car which will not burn at all".

Paul has learnt quite a lot from building this model; his imagination has been stimulated, the skills needed to assemble the parts have placed demands on his manipulative powers and by asking him to describe his model, a very important aspect of language development is being covered.

The lessons to be learnt from Paul's big car need not stop here though. The basic idea can be developed; real vehicles can be studied and compared with the child's model, technical vocabulary can be taught in context. Further models can be built in which the children attempt to take account of particular constraints imposed on their design by the teacher. This in turn can lead to discussions on how things work, and why they look like they do.

All this can take Paul and his classmates a very long way.

fischertechnik is beautifully made from a tough durable nylon material; it is safe and non-toxic.

No tools are needed to assemble the parts. There are fischertechnik education sets suitable for many teaching applications covering age ranges from playgroups to university level.

The basis of the fischertechnik construction system—a [illegible] block which can be joined on all 6 sides.

Please send me further details of the fischertechnik education sets.

Name

Address

TEA

Post to:- Artur Fischer (UK) Ltd.,
Fischer House, 25 [illegible] Road, Marlow,
Bucks SL7 1JY. Telephone Marlow 72882.

Less able miss out on science

Nothing is being done by the educational establishment to improve science education for the less able, said Mr Eric Green, head of physical sciences at Countesthorpe College, Leicester.

"There is no national project for the less able. Nuffield secondary science is doing nothing for the kids who cannot read or conceptualize." He advocated independent learning which enabled every pupil to work at his own pace. The ablest could move ahead to scholarship level work without the less able being neglected and becoming frustrated and bored.

Mr Green, who is chairman of the Independent Learning in Schools group (ILIS), said it was an application in secondary schools of the principles of the new primary schools. Every pupil learnt in a different way and at a different speed, and the only way a teacher could provide for this was through independent learning.

He did not claim that they had the full answer for the less able, but independent learning made teachers more conscious of them and allowed them to be given more attention. Teachers who used independent learning were at least trying to give pupils a science education suited to their abilities.

Teachers did not benefit much from large curriculum projects, methods and materials had to be tailored to suit individual needs. Localized curriculum groups of teachers and "peripatetic experts moving about, learning from teachers and helping them" were a better idea.

Independent learning was following through many of the ideas of freedom of movement, responsibility for learning and friendly staff-student atmosphere of open primary schooling. This meant that pupils should have easy access to lots of equipment and sources of information, though it often meant less spent on equipment overall because large class sets were unnecessary.

Mr Sid O'Connell, lecturer at the Institute for Educational Technology at the University of Surrey, said that independent learning was an end rather than a means. Students should be taught to teach themselves rather than to be dependent on their teacher. The laboratory was an ideal place to achieve this.

In the chemistry section's session on educational techniques, Mr M. J. Thomlinson, from Ashby-de-la-Zouch Grammar School, said project work had not become established as a major teaching method in school science because the curriculum was orientated towards examinations and because teachers lacked resources and self-confidence.

A national project bank which could provide teachers with ideas and assistance, should be set up. Project work could bring a note of reality and stimulation into practical work.

Mr Ronald Stansfield, reader in industrial sociology at the City University, London, told the sociology section's session that school science failed to include "those processes of observation and description which I regard as fundamental".

The organization of schools' towards examinations inhibited children from observing everyday things. This led to a "trained incapacity".

"The initial grounding in science which people receive today conditions them to report what from teacher and textbook they have learnt to be right and proper, and inhibits them from direct observation and description."

Science teaching should be more related to technology, Professor K. Hoselitz, director of the Mullard Research Laboratories, told the physics education session.

"The role and achievements of technology have become too complex to understand with the present science courses. The modern view of the structure of science and its relation to technology must be more clearly brought out in science and engineering education."

New courses in physical sciences should bring out clearly the connection between mathematics, fundamental concepts and technologically important science. "The present practice of subjects narrowly limited to fundamentals of almost equal importance and almost unrelated to technology is not capable of giving a picture of the real world."

The same session was told by Professor Daphne Jackson, department of physics, University of Surrey, that the future of physics rested in the hands of secondary schools. "The best use of scarce resources may be achieved by providing good pre-university education in sixth-form colleges".

Universities and industrial and government laboratories should be used by these colleges to show physics in action. Students could also receive careers advice from practising scientists.

Professor Jackson said that more girls might go into physics courses if they could combine studies of physics with a modern language at school and university.

Community service for all

Service to the community should be an integral part of the whole school curriculum, not a voluntary subject for a few do-gooders, Dr Alec Dickson, the founder of Voluntary Service Overseas and director of Community Service Volunteers, told the education section.

Education should serve a wider need than providing certificates, particularly given the high rate of unemployment among young people and their demands for relevance in their studies.

"The last year of statutory schooling should be based on the assumption that thousands of young people should be prepared to cope with the consequences of their not finding employment."

Study and service should be combined, not just on a voluntary basis or for the less academic pupils, but so that all students "find themselves solving real problems and responding to genuine needs as a natural and integral part of their course".

"Neither academic values nor examination prospects are imperilled for there is ample evidence that pupils' interest in their subject is enhanced when its relevance to some urgent need is apparent."

Most schools that did community service were stuck on "Book One", Dr Dickson said. "Few schools make provision for growth in their community service programmes. At 15 they do what they did at 13, all too often visiting the elderly, and the 17-year-olds do the same.

"This is the sure way to kill interest. Through the curricular approach they tackle increasingly challenging problems commensurate with their own development and maturity."

He described a project in Crewe in which 15-year-old "difficult" boys, many of whom had been in trouble with the police, had designed and built mobility aids for crippled children. Other projects included service within the school itself, with older children helping younger pupils.

Through teaching, children reinforced their own knowledge and understanding. They gained a sense of responsibility and their behaviour improved.

Dr Dickson called on the Schools Council to back the recommendations of the Bullock report that some of the 85 per cent of pupils who were literate should help the 15 per cent who were not. Colleges of education should teach student teachers how to develop tutoring in schools.

British-born children could help immigrants who had language difficulties, and abler pupils of Asian or West Indian origin could teach slow-learning or ESN white children.

The DES special unit to study educational under achievement should consider the benefits of giving responsibility for younger children to pupils in their mid-teens who resented the extra year at school.

"Friendship as a motivating force has a potential which professional educators have scarcely yet recognized or else suppressed." Could teachers' unions be convinced that pupils as partners enhanced the teacher's role rather than diminished it?

British Association at Surrey

Reports by Bob Doe

The British Association for the Advancement of Science continued their annual meeting at the University of Surrey, this week with what their secretary, Dr Magnus Pyke, calls "the 16-ringed circus"—16 lecture sections each devoted to a particular branch of science.

One curious feature of these meetings is that they are rapidly becoming almost exclusively attended by young people. The BA's youth sections —the British Association of Young Scientists and the British Association of Science Students—accounted for two-thirds of the conference members this year.

Out of the 1,500 or so visitors to the conference, 1,000 were BAYS and BASS members, and 300 of the remaining 500 were speakers.

A taste of university life, science free from examinations, and a chance to hobnob with bigwig professors are some of the reasons why the young go to the meeting according to a former BAYS chairman, Graham Frank.

The predominance of young people could resul next year's venue, the University of Lancaster, ta on the look of a pop festival as the increasing co conference accommodation forces the young visi to take to their tents. This alternative is being c sidered, according to BA assistant secretary, R Hughes.

Surrey University has proved an ideal spa the meeting's other major activity: visits to vari places of scientific interest. It is situated in t heart of the technology research belt.

These include the Royal Aircraft Establishm the British Aircraft Corporation works, the Gr lands Research Institute, the Institute of Oce graphic Sciences, a number of research associatio for food, printing and electronics, and the vari atomic physics establishments.

Left: feet up and a moment relaxation for one particip Above: the taste of things to co —Magnus Pyke and a mouthfu soya.

Widening choice brings uncertainty

It is impossible to advise children with any confidence about their future because there is so much uncertainty said Sir Hugh Springer, secretary general of the Association of Commonwealth Universities, in his presidential address to the education section.

This uncertainty sprang partly from a wider range of choices than in the past, and this made life more difficult.

"Some of the new choices are seen by the young to raise moral questions about the right to heedless enjoyment of affluence while millions are destitute and inner cities are riddled with poverty, slums, unemployment and crime."

Others were turned off by the rat race or found a lack of purpose in the pursuit of affluence, said Sir Hugh. Things happened so quickly now that new developments could no longer be learnt from "the carefully measured results of mature consideration we expect to find in books".

Journalists had to become the new teachers, though they were reluctant to accept this role. "They see this aspect of their work as incidental to their role as entertainers.

"It often seems that they educate only because they cannot help it and accept no continuing responsibility for what they do, good or ill." The educational role of journalists was very important and they could not escape it.

'Concentrate on the clever ones'

Only clever boys from good homes should get a top grade education, according to Sir Roy Harrod, an Oxford economist.

Equality in education was impractical because there were too few good schoolmasters to go round and because so much depended on the educational value of a child's home.

Boys whose parents had provided them with an intelligent home and those who showed early promise at school should be singled out for special treatment. Boys with the best potential should be selected for the "top universities" where they would get teachers worthy of their talents.

Play's the thing, says Bruner

The spirit of play is vital to a child's early learning of language, Professor Jerome Bruner of Oxford University told the psychology section.

What a child learnt about communication before language helped him to crack the linguistic code. Non-linguistic communication between child and mother contributed to the child's later understanding of the structure of language.

When playing with their mothers, infants learnt to notice things and to communicate desires by gestures and fretting. These were refined to more economical conventions such as pointing, smiling and eye contact.

Having learnt to single out a topic, a child could then comment on it. Even if that comment was only implicit in a gesture, this led to a later appreciation of subj predicate, noun phrase and v phrase.

By crying, children were able make demands about their own co fort, and these were soon modifie as the child began to anticip adult responses and develop recip cal forms of communication.

"The progress from demand reciprocity during the first year a half is of central importance the development of speech and the establishment of a groundw for a later grasping of case in l guage."

This happened mainly in p "When things become too seri and intention-bound, communicat regresses to the level of demand counter-demand. The simulat conventionalized and rule s sitive spirit of play seems to be a *sine qua non* for language learnin

Odds against mature students

Mature students get a raw deal from universities, according to Professor Lewis Elton of Surrey University. He told the education section that universities and polytechnics should be more flexible to give older students a better chance.

"In spite of the efforts of the Open University, the scales are still loaded against the mature student", he said. Universities made concessions over entrance qualifications but this was not enough. "They tend to treat them just like ordinary students which they are not.

"Our degree system is ill-adapted to take into account what a student may bring to his study in the way of previous experience in life and at work." A more flexible approach to content, teaching methods and assessment was needed.

"Mature students are generally unable to use their positive qualities to best advantage. They are handicapped by being expected to compete with the young when it comes to rote memory." Examinations were designed to test the memo of the immature rather than experience of the mature and ob not the understanding of either.

Professor Elton commended approach of the University Wit Walls in the United States, wh study was closely integrated past experience and present emp ment and assessment was based an agreed contract between stud and university.

Working-class and female mat students were at an added disad tage. The academic values of young, middle-class society of versities had few points of con with working-class culture, women often had to contend inflexible timetables and absence of nurseries when they t to combine study with bringing their children.

"The Open University can meet the needs of all the ma students who wish for a higher cation, while most other universi and polytechnics could take no Many mature students could att their local institutions if only conditions and courses were ma right for them."

'Fair' shares in grants for research

Allegations that scientists on research councils are grabbing as much money as they can for their own research, irrespective of the needs of other fields, were denied by Professor S. F. Edwards, chairman of the Science Research Council, at a symposium on the work of the research councils.

"The allocation of research money is terribly fair. Sometimes it is so fair that nothing gets done".

He objected to the implication of one speaker that many scientists could not see beyond their own needs and would try to get as big a slice of the cake as they could. He was asked if these were the best people to divide up research funds in the nations best interest?

"They are not dividing the money up among themselves", Professor Edwards said. University professors sat on research council committees, and distribution of funds was monitored by other scientists. There was no other workable system.

Sir Peter Kent, chairman of the Natural Environment Research Council, said the councils needed to be guided by scientists who would look 20 years ahead. Industry and government had shorter terms of reference.

Line-up at the research council symposium. Left to right: Sir John Gray (MRC); Professor S. F. Edwards (SRC); Professor Barry Supple (SSRC); Sir Peter Kent (NERC); Dr W. M. Henderson (ARC).

But trade unions and professional associations thought they too had a part to play. Mr Tony Hall, a member of the national executive council of the Institute of Professional Civil Servants, said the Science Research Council excluded trade-union representatives.

Mr Airey Neave MP, former Tory chairman of the House of Commons Select Committee on science and technology, said he was angry that the committee's recommendation in 1973 that trade unions should be represented on research councils had been rejected by the Conservative government then.

Sir Bernard Lovell expressed concern at the weakening of home based science because of international commitments. Internationalism in science was that of individuals, not institutions.

He criticized the way requests for research money were dealt with because only the more mundane work and safe bets got through. Backing crazy ideas that led to real breakthroughs needed vision, he said.

● The symposium was expected to be the scene of a confrontation between the chairman of the Social Science Research Council, Professor R. C. Matthews, and a sociology professor from Aberdeen, Professor M. P. Carter. But Professor Matthews was ill and did not take part.

Earlier, Professor Carter said he intended to ask for the Public Accounts Committee to investigate the SSRC. He was planning to raise the matter of alleged interference by SSRC officers in a social research project for which the council were strongly criticized by Aberdeen sociologists last week.

Professor Carter told the symposium that research councils should have a code of practice.

But Professor Barry Supple, of the SSRC, said machinery to challenge council decisions would require a further 1,000 staff and probably end up in court battles.

Care before welfare

Welfare work should be taken over by local communities instead o being left to the growing army o overworked social workers, M Brian Munday, of Kent University told the sociology section.

"In the current economi climate, there is increasing ques tioning of community dependenc on the personal social services fo social needs. This questioning i not from conservative proponent of *laisser-faire* but from radica thinkers like Ivan Illich."

The public had come to look t agencies for welfare rather than t the resources of their own com munity. The community was be coming unable to care for its mem bers except through large imper sonal organizations.

Welfare services should help communities to care better. Social workers should be secondary to community care.

"The term 'community care' too often means minimal services in the community rather than of in stitutional care for groups like the elderly, handicapped and mentally ill." Social services departments had to learn to work through good neighbours and volunteers.

MP hits at 'small pool' Scots

Devolution would eventually bring Scottish universities under the separate control of an Edinburgh Assembly, which would give priority to students and staff who are Scottish, according to Mr Tam Dalyell, vice-president of the Parliamentary Labour Party.

Attacking the "break-up of the United Kingdom as we know it", he told the general section that there were some who saw their future in "a Scottish small pool" rather than "a British big pool". They advocated that the Scottish Assembly should be responsible for higher education.

"Even if the Scottish universities escape the claws of an Edinburgh Assembly in the White Paper, you can bet that once an assembly is established, every ill in Scottish higher education, real or imagined, will be attributed to the fact that the assembly's powers do not cover higher education", he said.

Once an Assembly was established it would only be a few years before Scottish universities were swept under its control, he said. Then, financed by the assembly through a Scottish UGC, Scottish students could not be denied priority.

The Scottish MP referred to the conference on Devolution organized by *The Times Educational Supplement Scotland* in June and said that only one "heavyweight" professor supported an Assembly. It was ironical that he was Professor McIntyre of Edinburgh University, professor of Scottish Theology—"not a topic that is taught in universities throughout the UK in great numbers. Could they not find a single heavyweight Science professor?" Scientists, he added, would not look happily on the break-up of the UK pattern of research.

Ivory towers undermined

"Cossetted academics" should be put to work in the fields and the kitchen because they have lost touch with the fundamental issues of life, one cossetted academic told several others in the education section.

Miss Diana Manning, research fellow in inter-disciplinary science studies at Middlesex Polytechnic, said formal education was a way of passing on the skills involved in nutrition, health and family planning.

In a world facing a shortage of food, even developed countries like Britain will feel the effects. "So much of what we recommend for the Third World is applicable in our own situation", she said.

Communications between the "brains" and the "hands" of society were inefficient. Formal education was too academic, elitist and expensive.

"There is a need for non-formal education programmes to equip us with the basic practical survival skills, an understanding of our food problems and our dependence on the rest of the world, and a readiness to change our food habits to something healthier and less extravagant."

Just as in the Third World, British women were undereducated and conservative. Yet they were responsible for feeding and educating young children. To change the conciousness of women was to change society at the core.

Call to improve technology

Educational technology is too often seen as a way to increase the quantity of education and not often enough as a means to improve the quality, Professor Alec Ross, director of the school of education at Lancaster University, told the education section.

"Too often has technology been thought of as the solution to mass teaching; too rarely has it been exploited as the means of providing quality teaching." What was now needed was less money for new equipment and more for the development and use of what already existed.

To improve the quality of higher education, more attention had to be given to teaching. No teacher in higher education should be without research experience, but teaching and research did not have to be pursued simultaneously. Lecturers could arrange periods of intensive teaching around periods of full-time

Lost with an atlas

India is 40 million miles wide, Iceland has no trade links with any country and there are three towns in New Zealand, secondary pupils concluded after studying their school atlases in a test conducted by Dr Herbert Sandford, of the College of St Mark and St John Foundation, Plymouth.

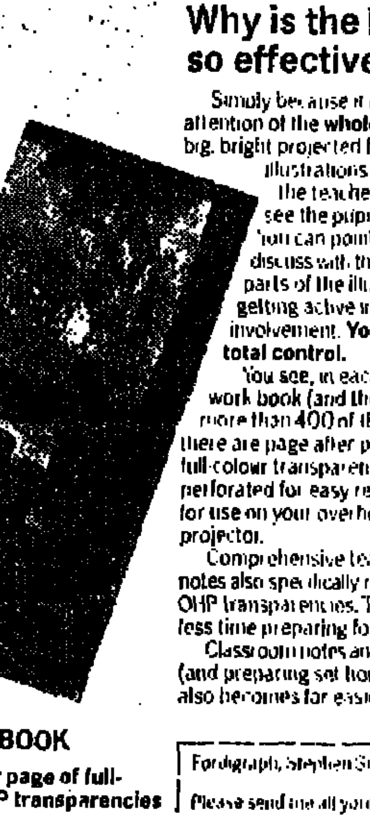
Dr Sandford told the geography section that education colleges and teachers pay little attention to teaching children how to use atlases, examining boards ignore the subject and as a result children cannot read maps profitably. They cannot relate them to the detail of the Ordnance Survey or to the real world.

Children avoid the key to atlas maps "like they avoid the dentist", Dr Sandford said. They dislike the gazetteer even more than the key, preferring to look at the map until they find the place they want. He blames this partly on the obscurity of many keys and

An exciting new development!

The Milliken Teaching System

Full colour transparencies for the OHP and Duplicating Masters for the Spirit Duplicator now all ready to use!
More than 400 books in all grades and subjects!



IN EACH
T-D WORK BOOK
1. Page after page of full-colour OHP transparencies
2. Comprehensive teachers' notes
3. Spirit duplicator positives for homework and class-work notes and exercises

Why is the Milliken Teaching System so effective?

Simply because it focuses the attention of the **whole class** on big, bright projected full-colour illustrations and you, the teacher. You can see the pupils' faces. You can point out and discuss with them specific parts of the illustration, getting active interest and involvement. **You're in total control.**

You see, in each Milliken work book (and there are more than 400 of them) there are page after page of full-colour transparencies perforated for easy removal for use on your overhead projector.

Comprehensive teachers' notes also specifically refer to the OHP transparencies. This means less time preparing for class.

Classroom notes and exercises (and preparing set homework) also becomes far easier for the teacher with the Milliken Teaching System. In every work book there are pages of notes, questions and exercises printed as tear-out positives for your spirit duplicator. Run off as many copies as you need – swiftly ... easily ... economically ...

So if your school is equipped with an overhead projector and spirit duplicator, you're already set up to revolutionise your teaching efficiency and effectiveness. If not, we can supply the equipment.

And the price? Far less than even the cheapest of cheap imitations. Duplicating books from only £2.45, and the wonderful transparency duplicating books from £4.50.

Don't miss out on learning more about this exciting, completely new teaching aid. Complete and send the coupon for full details, our 24 page catalogue and price list (no obligation to purchase).

ID Books also available, containing up to 30 duplicating masters –

fordigraph

Fordigraph, Stephen Street, London W1A 1EA. Tel. [illegible] TES/M1
Please send me all your free literature on the Milliken Teaching System.
Name ....
Position ....
School ....
Address ....

Where the difficult help their helpers

by Tim Albert

It could be called a Watergater's dream. Many walls are wired for sound. Others are simply huge one-way mirrors.

A comfortable-looking room with comfortable-looking chairs turns out to be (from the other side of the glass/mirror) the stage for a 24-seat viewing theatre. There are eight videotape cameras to choose from.

All this is not a high-security compound but part of a 100-year-old Victorian school, now recycled into a polytechnic annexe. The project which uses this equipment aims to train educational psychologists and also to help selected children with learning and behavioural difficulties.

It is the work of the child study unit of the North-East London Polytechnic psychology department at the Holbrook House annexe. For the past three years, it has taken 12 students a year (out of a total of 70 on similar courses throughout the country) and leads to a CNAA-validated MSc in educational psychology.

Individual relationships can help teacher and taught.

The course includes working at places which have ranged from South Wales to Brussels. Otherwise, one day a week is spent in a local government clinic, another day in research, and the rest split between lectures, clinical demonstrations (using the camera and the two-way mirrors) and working with children with behavioural and educational difficulties.

There are 16 of these children selected by the staff of local schools, who spend Tuesday afternoons and Thursday mornings at the centre. Most of them have an individual relationship with one of the students. The theory is that the student—under the supervision of his tutor—can carry out a programme of "learning and behaviour modification". In turn, the child can help the student to practise his newly acquired techniques.

The course tutor is Mr Alec Walbridge, a former teacher who gained a first-class psychology degree from Birkbeck College, did a year's postgraduate training in Birmingham with Dr Mia Kellmer Pringle, and was educational psychologist in the now defunct London borough of Hornsey.

His staff include Mr Ronald Good, an educational psychologist with considerable experience in Africa, and Mr Arthur Salmon, a clinical psychologist. Dr U. P. Seidel, principal medical officer for mental health in Haringey, is visiting lecturer.

The staff like working with the local community. As well as the 16 children, projects include a survey into the effect of motorways on neighbouring schools and research on the assessment of West Indian children. There is a mothers and babies club (with the children being used as part of a developmental study), and a local psychiatrist uses the equipment for child and family therapy and, in turn, supplies the course with teaching aids.

"After all", says Mr Good, "this is no more than the patient in hospital who is treated by a postgraduate student".

And there are success stories. One 10-year-old was flown in from Dominica to be reunited with his mother and father, whom he had never seen. He regressed, but after a stay in the unit is now beginning to read and write and to do his homework.

And a little girl came over from Pakistan, was overwhelmed by the new and hostile land and became an elective mute. She also is now beginning to cope with school, and to speak.

"We are child centred", says Mr Walbridge. "Our work is based entirely on what the child's needs are. Second, we work with the parents and the teachers towards a common aim. It is not just something we are doing to train students."

Back to basics

Studies are going on to set up a centrally recognized range of full time pre-vocational foundation courses.

As a first step, 13 schools an FE colleges have been cooperating with the City and Guilds of London Institute during the past year in a series of feasibility studies, to find out what pre-vocational studies students need.

Foundation courses help the uncommitted student into a more specialized field of vocational study. Colleges have operated their own courses for a number of years; but standards and methods have varied which is why schools and colleges want to bring pre-vocational courses under the centralizing umbrella of CGLI.

Nationally recognized certification has obvious advantages for both FE colleges and industrial employers who want to gauge students' knowledge and abilities.

The schools and colleges taking part in the current feasibility studies have designed their own syllabuses, and submitted them to CGLI for assessment and CGLI assessors have monitored each course. In the coming academic year a series of pilot studies on similar lines, will be mounted in another sixty schools and colleges.

The CGLI assessors will be looking for a balance between the vocational and the general elements in the syllabuses. The vocational content will be wide within a chosen framework is intended to give the student more understanding of the world around him.

Foundation courses are intended for students not following GCE courses, but of about average ability who are ready to choose an employment. At present all courses are for over-16s but they may also be run in the last year at school on a link basis (four days at school, one in college, for example), the college undertaking the vocational component, and the school the general.

Why girls leave school too early

The brightest girls in secondary moderns were least happy about transferring to comprehensives although many of them should not have been in secondary moderns in the first place.

This is one of a mass of findings about fifth-form girls from a survey commissioned by the Department of Education and Science.

The survey shows that in 1972 secondary modern girls enjoyed school more than comprehensive or grammar school pupils. Among secondary modern girls who later moved to comprehensives, it was the most able who were least enthusiastic about their new schools.

Many of them should probably not have failed their 11-plus exams, if the subsequent evidence of the AH4 Group Test of Intelligence used by the survey is any guide. Even at the time of the survey one in five of the brightest girls in the sample were still in secondary moderns.

But the better opportunities offered by comprehensives—which gave them more of a chance to sit O levels—does not seem to have made their new schools more attractive.

It was this group that had the lowest educational aspirations for their ability, reflecting the girls' home backgrounds and, possibly, influencing their original performances in the 11-plus.

In all cases where girls had changed their type of school, the effect of the first school appeared to be greater than that of the second. So the bright girls who changed to comprehensives were still largely conditioned by their secondary modern experiences.

"Contrary to what might be expected, being brighter than most in a modern school does not seem to have had a stimulating effect or being less bright than most in a grammar school a discouraging one", says the report.

The survey was commissioned by Mrs Margaret Thatcher when she was Education Secretary, to pinpoint why able girls leave school sooner than boys of equal ability.

It showed that there was a "vicious circle" for children of poorly educated parents who place little value on their children's progress at school.

"A girl who has become a victim of this kind of vicious circle is more likely to find herself in a non-academically oriented school, band or stream when she reaches secondary school than a girl with a more favourable background who is better motivated, though she may not be more able."

Girls who did less well at school than their ability indicated tended to look for success outside school—with boys, in dress, and in making money.

The more materialistic outlook of those with low educational aspirations could be related to the fact that many of them came from homes with less money and security. But few girls were forced to leave school early because their parents could not afford to keep them.

Nearly a quarter of all the brightest girls (the top 30 per cent for ability) did not expect to take any qualifications beyond 'O' levels. Most of those who had left school and did not intend to take further classes said they did not need extra qualifications or were fed up with exams.

The survey did not include a detailed investigation into day release for girls but it did suggest that there was a demand for it among working girls that was not being met.

The range of jobs which girls had taken or were expecting to take was narrow. Teaching and clerical work predominated. "Since girls who are not attracted to school teaching, nursing or welfare work evidently see few other prospects if they acquire high qualifications, it is scarcely surprising that many of them forgo further study and take jobs requiring lower qualifications."

Fifth Form Girls: Their Hopes for the Future by Irene Rauta and Audrey Hunt. HMSO £3.30.

Blind may lose aids service

In the year which sees the 150th anniversary of Louis Braille, a research and development unit which provides a valuable service for blind people is in danger of having to close through lack of funds.

Dr John Gill and a secretary are now all that are left from a team of five full-time workers who started the unit at Warwick University five years ago.

The last man left a week ago. Dr Gill is staying on for two years with the help of a grant from the Department of Health and Social Security, and he hopes to get funds to pay for his secretary until February.

The unit, which is housed in the university's engineering department, provides embossed maps and diagrams for the blind, a computerised braille document service, braille bank statements and gadgets such as timing devices for cookers, audio clocks and audio attachments for typewriters.

Dr Gill tries to bridge the huge gap between researching an idea, making the prototype, and getting the product used. "Of all the devices developed for the blind in British universities in the past 10 years, not one is currently available to Britain's blind population", he says.

Once a scheme or piece of equipment has proved successful, like the braille document service, he hands it over to established organizations.

The document service for example, was started as a pilot scheme at the beginning of the year. It transcribes documents such as recipes, telephone dialling codes, or instructions for using a washing machine—or legible manuscripts into braille, using a typist and computer.

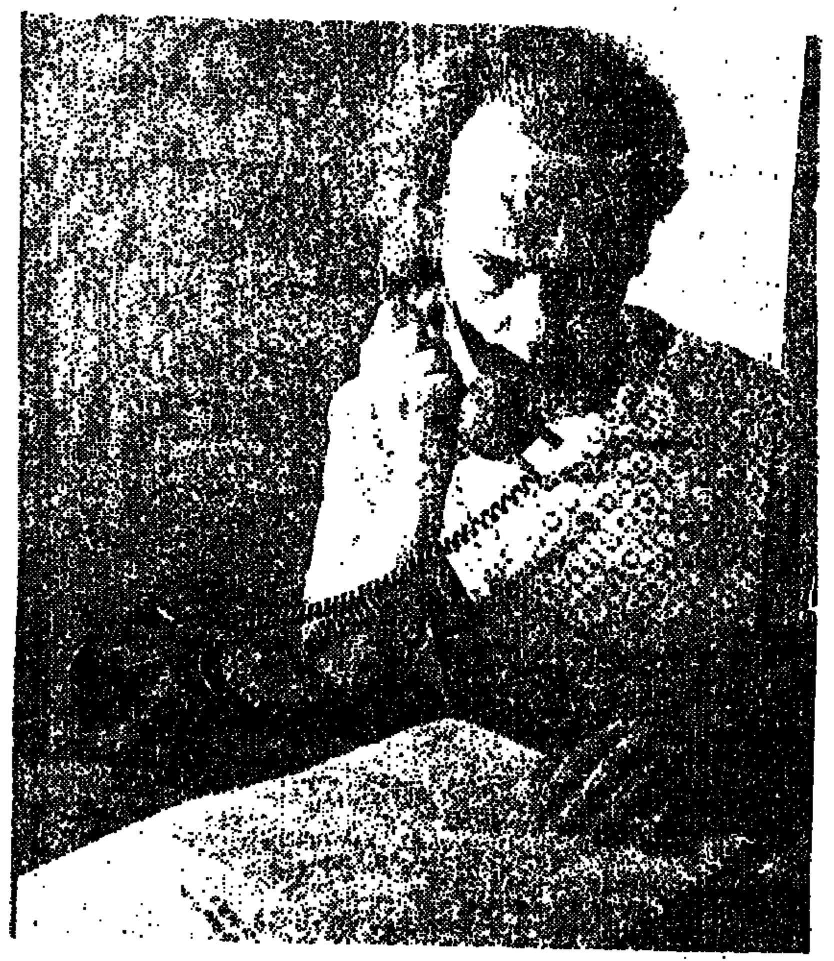
The main advantage of the computer is speed: The unit can turn out a braille transcription within 24 hours. But manual transcriptions often take several weeks because of an acute shortage of people to do the job—and training takes two years.

Dr Gill hopes his service will encourage more blind people to read braille. Out of an estimated 105,500 registered blind people in England and Wales, only 15,000 can read it.

"The problem is motivation", he says. If an elderly person goes blind—and 79 per cent of the total blind population are over 60—and has never been a keen reader, then he is not inspired to learn.

But as the service provides reading material of personal interest, such as the local darts team programme, or something in everyday use like the telephone dialling code, then it might encourage him to learn".

Another practical use for the computer would be to support blind children attending ordinary schools. Dr Gill says he has a lot of work to keep him and several others going for some time yet; but says he has to spend too much time fund raising at the moment, and not enough on research.



Dr Fred Reid, a blind lecturer at Warwick University, using a braille list of local dialling codes.

Time 'the most important predictor of success in learning French'

by Mike Duckenfield

Teachers' fluency, pupil motivation and using the language being taught in the classroom are the only factors which can shorten the time it takes to teach a foreign language, according to a recently published international survey.

Although the survey was only concerned with teaching French in eight countries, John B. Carroll, its author and professor of psychology at the University of North Carolina, says there is no reason to believe his findings are not equally true for most other languages.

The survey was carried out by the International Association for the Evaluation of Educational Achievement (IEA) and published simultaneously with a 10-nation survey of the teaching of English as a foreign language. It found that English and Welsh pupils had a less than average competence, considering the length of time they had studied French. They scored lower ratings than Scottish pupils in tests covering reading, writing, listening and speaking ability.

Both surveys, the results of which are set out in two 300-page reports, took eight years to complete. Abilities were tested at two age levels: 14-year-olds with at least two years French tuition and students in their last year of full-time secondary education on pre-university courses or those of similar length.

The French survey examined 25,836 pupils being taught by 3,028 teachers in 1,242 different schools. England and Wales were counted as one and the Scots were examined separately. Altogether 4,640 British pupils were tested, in exercises lasting between two and a quarter and two and half hours and involving 1,258 teachers in 321 schools.

Apart from the two British nations, two other English-speaking countries — the United States and New Zealand — were surveyed. These four were balanced by four non-English-speaking nations — Sweden, Romania, Chile and The Netherlands.

Professor Carroll concludes that time is the single most important predictor of success in learning French. On average, with three to five hours tuition a week a pupil needs between six and seven years' study to achieve a good level of ability.

However, the quality of tuition in speaking skills may knock as much as a year off the average time needed to develop pupils' listening skills. Savings may also be gained by homework to develop reading ability, by tailoring courses to coincide with pupils' aspirations so that they do not resist tuition and by reducing, although not eliminating, the amount of teaching done through the mother tongue.

The author attacks the view that an early start to tuition is beneficial. If anything, pupils starting to learn a language late in their educational careers make faster progress. The only advantage of an early start is that it allows a longer period of learning.

Professor Carroll also found no evidence that students in countries speaking languages less related to French were particularly handicapped by the fact. What did affect them was the prestige of the foreign language in their own country.

The survey also shows that the amount of teachers' university training in foreign languages and travel and residence abroad made no difference to their students' success.

Romanian pupils achieved the best scores in all tests, with results which English and Welsh pupils gained after about half the tuition time. The Romanians did most homework, showed most interest in learning French and were with Sweden, the second most successful country, the only nation where most tuition at all levels was conducted in French.

Of the four British groups, the senior Scottish pupils were the only ones to score above average marks on all tests. Their English and Welsh contemporaries were only above average on the listening ability tests. At the younger age group pupils from both parts of Britain were below average. The English and Welsh 14-year-olds achieving ratings similar to their Chilean counterparts at the bottom of the international scale.

Nevertheless there was still a marked difference between the two younger British groups. The Scots achieved scores about 130 per cent of those for pupils south of the Border, despite having studied on average about six months less French.

The survey does not point out individual national reasons for success or failure, but it is interesting to note that Britain was one of the few nations where students' background, including parents' occupation and education, were a significant indicator of success. Britain was also one of the main users of the mother tongue in teaching and pupil determination to learn French was generally low.

The English language survey was written by Mr E. Glyn Lewis, of the Department of Education and Science, and Carolyn E. Massad, of the Educational Testing Service at Princeton University.

This survey also concluded that time, student attitudes and the use of the mother tongue in tuition were the most significant factors determining success and failure.

The survey covered 26,237 pupils, 3,598 teachers and 992 schools. Of the 10 countries tested, Sweden was clearly the most successful on all tests. There were generally high success rates in the two other Germanic-language countries: the Netherlands and Federal Germany.

Unlike its French equivalent, the English survey contains extensive statistics on the experience and other characteristics of teachers. Only in The Netherlands, Germany and Belgium were most English teachers men. In five countries more than two thirds at all school age-levels were women.

At the senior level, most teachers said they spent between six and ten hours in teaching preparation and between five and ten hours marking a week. There were striking differences on what teachers thought was the most important factor in determining classroom practice. In Sweden, Belgium, Italy and Chile, more than two thirds thought that pupils' post-school needs were paramount. In Germany, Hungary and The Netherlands less than 10 per cent thought this was important.

The needs of the official syllabus and the use of prescribed texts seemed to command much weight in Israel and Thailand, and the latter alone was judged to be most important of all factors by Dutch teachers. In Germany four out of five cited external examinations as the most important.

There was, however, international agreement on what aspects of foreign language skill should be emphasized most in tuition. All teachers thought listening comprehension most important, followed by speaking fluency and correct pronunciation. They agreed that reading ability and especially writing ability were least important.

Student aspirations differed widely. Swedish, Israeli, Dutch and Hungarian pupils were among the most keen to master English. However, the biggest difference was that between Germany and Italy. In the former more than 90 per cent said they wanted to understand spoken English well or very well; the corresponding figure for Italy was only 4.5 per cent.

The Teaching of French as a Foreign Language in Eight Countries. By John B. Carroll. *The Teaching of English as a Foreign Language in 10 Countries.* By *Glyn Lewis and Carolyn E. Massad.* *Almquist and Wiksell International (Stockholm) and John Wiley & Sons (New York).*

FRENCH PROFICIENCY TEST RESULTS (MEAN SCORES)

	Chile	England		Netherlands		New Zealand		Rumania		Scotland		Sweden	United States
	II	I	II	I	II	I	II	I	II	I	II	II	I
Reading	26.64	21.14	52.13	24.92	46.27	24.20	47.36	40.21	48.62	25.26	45.23	39.60	19.21
Listening	23.20	22.31	47.92	—	—	17.33	32.79	36.38	46.24	21.52	37.28	39.30	18.91
Writing: Grammar	3.53	10.19	31.48	—	—	12.98	23.48	27.98	27.97	13.95	22.18	15.79	11.35
Writing: Composition	27.99	38.41	86.39	—	—	45.64	73.24	60.05	62.42	49.16	79.32	67.35	46.63
Speaking fluency	28.31	53.56	111.42	—	—	58.80	93.11	97.17	137.60	64.36	96.63	107.89	59.20
Adjusted years of French study	4.8	3.5	7.3	2.5	5.7	2.5	5.5	2.3	3.7	3.0	5.4	4.3	1.8

I: 14-year-olds with at least two years French tuition.
II: Pupils in their last year of full-time secondary education on pre-university courses or those of similar length.
Years adjusted due to differing lengths of school year in different countries.

Read in the MIDAS HOME HANDICRAFT BOOK

Toy Fillings and new ranges in Toy Patterns, Felt and Fur Fabrics.
Leather Offcuts. Knitting and Crochet Cord. Dolls' eyes, noses, joints, squeakers, etc.
Poly/cotton Sheeting. Felt Applique and Tapestry Kits.
Continental and Traditional Quilt Fillings, Pillow and Cushion Pads, and Sleeping Bags, as well as our famous Jewellery Kits.
For your copy, samples and colour guide, send 2 x 5½p stamps and your name and address to.
MIDAS MAIL ORDER LTD.,
66 Wells Promenade, Ilkley.

The College of Preceptors

Incorporated by Royal Charter, 1849
Bloomsbury House, 130 High Street, London WC1V 6PS

Courses leading to the qualifications of ASSOCIATE (ACP), and LICENTIATE (LCP), and to the Diplomas in School Management Studies (Dip. SMS) and in Special Education (Dip. SE) are provided as indicated by the following Colleges.

BILSTON College of Further Education
West Field Road, Bilston
Wolverhampton WV14 6ER
Telephone: 0902 42871, Ext 39
ACP (Remedial & Special Education)
Course Director: Mr D. Christison

CREWE, South Cheshire College of Further Education
Danebank Avenue, Crewe, Cheshire
Telephone: 0270 69133, Ext 44
ACP
LCP (Part I)
Dip. SMS
Course Director: Mr D. Wilce

DUDLEY College of Education
Castle View, Dudley DY1 3HR
Telephone: 0384 59741, Ext 60
ACP
LCP (Parts I, II, & III)
Course Director: Mr J. F. Payne

EALING Technical College
St. Mary's Road, Ealing, London W5 5RF
Telephone: 01-579 4111, Ext 250
ACP (for full-time staff in Colleges in the London Borough of Ealing only)
Course Director: Mrs M. Underwood

HARROW College of Technology & Art
Northwick Park, Harrow HA1 3TP
Telephone: 01-864 4411
ACP (for staff in Further & Higher Education)
Course Director: Mr R. Ward

LIVERPOOL, Millbank College of Commerce
Bankfield Road, Liverpool L13 0BQ
Telephone: 051-220 4661-2-3
ACP
Dip.SMS
Course Director: Miss M. Denton

OXFORD College of Further Education
Oxpens Road, Oxford
Telephone: 0865 45871
ACP (Foundation)
ACP (for staff in Further & Higher Education)
LCP (Part I, & Part III—English)
Course Director: Mr T. Dawn

SHREWSBURY Technical College
London Road, Shrewsbury SY2 6PR
Telephone: 0743 51544, Ext 30
ACP
Dip.SMS
Course Director: Mr C. B. Marshall

STOKE-ON-TRENT, Cauldon College of Further Education
The Concourse, Stoke Road, Shelton
Stoke-on-Trent
Telephone: 0782 24651, Ext 38
ACP Foundation (Primary and Secondary Education)
ACP Alternative (for Senior Staff in Primary and Secondary Education)
ACP Alternative B (for newly qualified teachers)
ACP Alternative C (for Senior Staff in Further Education)
ACP Alternative D (for Staff in Further Education)
LCP (Part I)
Dip.SMS
Dip.SE
Course Director: Mrs S. A. Sharratt

WESTON-SUPER-MARE Technical College
Knightstone Road, Weston-Super-Mare, Avon
Telephone: 0934 21301, Ext 50
LCP
Dip.SMS
Course Director: Mr E. Wilkinson

WOLVERHAMPTON Teachers' College for Day Students
Walsall Street, Wolverhampton WV1 3LE
Telephone: 0902 51941
LCP (Part I, II, & III) evening courses for qualified teachers
Contact the Tutor-in-Charge of the LCP Course

Please write to or telephone the Course Director for further details of the course which is of interest to you

COURSES

THE ADVISORY CENTRE
FOR EDUCATION
announces two Christmas-break
COURSES

THE COMPREHENSIVE SCHOOL:
ORGANISATION & RESPONSIBILITY
Course Director: Michael Marland, Woodberry Down School, London
1-4 January 1976 Churchill College, Cambridge

Those already holding senior posts in comprehensive schools or anyone aspiring to such a position will find this course of great practical and theoretical value. The comprehensive school requires sound organization and a clear responsibility structure if it is to offer a full educational experience to all its pupils.

This lecture/study group course will view the curriculum, pastoral care and responsibility structure of the school as being closely inter-related. Lecturers introduce and explore authoritatively each aspect of the subject, and additionally case-studies are presented. Course members spend about half the time in small groups at decision-making in practice using specially prepared simulation material under the guidance of experienced Working Party Leaders. (C76/1)

MANAGEMENT AND EDUCATION TODAY
Joint Course Directors: Cyril Poster; The Sheppey School, Minster, Kent, and Dick Ashman, Edgecliffe Comprehensive School, Kinver, Worcs.
30 December, 1975-3 January, 1976
Fitzwilliam College, Cambridge

This is the third year that ACE has presented this workshop course, previously entitled 'The Role of the Secondary Headteacher'. The change of title indicates only a change of emphasis; a recognition that the teaching profession is beginning to accept the need for the devolution of responsibility in the management of schools. This course, while in no way ignoring the pastoral problems in schools, concentrates on curricular issues. Its main topics are:

- the creation of a curricular structure
- staff contribution to decision-making
- role definition
- curriculum planning and timetable organization
- the contribution of management techniques
- interpersonal relationships: staff, students and parents

The course will suit particularly those who seek to widen their practical knowledge and understanding of how the school structure functions. Places on this course will be limited. (C75/6)

Full details of these two courses, and an outline of ACE COURSES FOR 1975/76, are now available from:

The Courses Officer
The Advisory Centre for Education
32 Trumpington Street, Cambridge CB2 1QY
Telephone—Cambridge (0223) 51456

ROEHAMPTON INSTITUTE OF
HIGHER EDUCATION
Digby Stuart College Southlands College
Froebel Institute College Whitelands College
ONE-TERM IN-SERVICE COURSE:
SUMMER TERM 1976 AUTUMN TERM 1976

NURSERY EDUCATION

This course, offered at the Froebel Institute College, is provided to meet the urgent demand for Nursery teachers. The greatest need will be for qualified Infant or Junior teachers to retrain to take responsibility for classes in nursery schools or attached to primary schools. A further need will be for experienced nursery teachers to take responsibility for larger nursery units, nursery centres, or to help in local Education Authority provision for the extension of nursery education.

The course will include a study of Developmental Psychology as related to the 0-5 years period, concept and language development. Aspects of the nursery curriculum will be considered, and a personal study made of a selected topic. A study of social influences upon early childhood, the education of disadvantaged children, and home-school cooperation will also be included. An important emphasis in the course is the linking of theoretical and practical aspects, with visits to schools and other agencies, and work with children throughout.

Application, as soon as possible, to: The Principal, Froebel Institute College, Grove House, Roehampton Lane, SW15 5PJ.

Look at the literary side
of life every Friday.
Read The Times
Literary Supplement
Every Friday
at newsagents, price 15p.

COURSES IN OUTDOOR EDUCATION
FOR ADULTS OR CHILDREN
LOCH EIL CENTRE
ACHDALIEU FORT WILLIAM, INVERNESS-SHIRE
RYA SAILING SCHOOL
SMLTP Mountain Centre

Data

Working-class pupils still penalized

Scottish secondary schools are not doing as much as they could for able working-class children, says Douglas Weir of Glasgow University. Too many leave without any qualifications and many are not being presented for examinations that ought to be well within their grasp.

For the past five years, Douglas Weir and Dr S. J. Closs, of Edinburgh University, have been monitoring a large random sample of Scottish schoolchildren for the Scottish Council for Research in Education. About 2,500 children were drawn from 70 secondary schools in 1970-71, at the age of 14-15, for this project. They were tested for ability on a variety of measures (some specially developed by the applied psychology unit at Edinburgh University) and on such counts as occupational interests and personality.

These tests provided some indication of the children's potential. Their subsequent progress showed, however, that much of this potential was not being realized.

Within a year, large numbers of children whom the tests showed to be clearly capable of attempting the Scottish O level examinations had left school. Most of them were children from working-class backgrounds. Among those whose verbal reasoning quotient placed them in the highest ability bands (more than one standard deviation above the mean VRQ of O level candidates), 6 per cent of working class children left school, compared with none from middle class backgrounds.

In the ability bands from which most O level candidates come—from one standard deviation above the mean to mean, and from mean to one standard deviation below—34 per cent and 62 per cent of the working-class pupils left, compared with 4 per cent and 39 per cent of middle-class pupils. In the marginal band, just below this, as many as 88 per cent of working-class pupils left, though the middle-class pupils were close behind them, with 83 per cent.

This level of wastage is unacceptable, says Weir, when one considers that 70 per cent of the O level potential is concentrated in those two middle ability bands. In these bands, well over half the working class children who were capable of O levels were not even staying on to attempt them before the school leaving age was raised, as against less than a fifth of middle class pupils.

Will raising the age have much effect upon the wastage rate? When Weir looked at the performance of the members of his sample who stayed on to take O levels the following year, he found that the able working-class children were still grossly underrepresented. Even in the highest ability band, they were either not being presented for examinations or were being presented in far fewer subjects than their middle-class counterparts—although the pass rate, for both groups, was roughly the same.

In the highest ability bands (from two to three derivations above the mean, and from one to two), working-class children attempted 5.7 and 5.6 subjects, middle-class children 6.5 and 6.3. Among the big group just above the mean, the average number of subjects attempted were 4.4 and 5.2. Among the other big group just below the mean, the averages were 2.4 and 4.0.

Weir is convinced that schools preselect children on grounds other than ability. The far greater opportunities that should have flowed from going comprehensive—more complete in Scotland, by this stage, than even now in England—are being thwarted.

Since O levels now fall within the compulsory school attendance period, pupils will have more incentive to attempt them. But it is the schools who must see that they get the opportunity to do so.

Weir wants every school to operate a trawl for potential O level candidates early in the children's secondary school careers—no later than the end of the second year. The tests used in the project could usefully be adapted for this purpose.

Some of the specially devised measures—notably the APU arithmetic test—were actually better predictors of O level success than the classic VRQ test, perhaps because they were less contaminated by social class. It is also important, he feels, to include tests which shed light on personality and interests. These are of use when subjects are being chosen.

"The Scottish Certificate of Education: factors affecting pupil performance", by A. Douglas Weir, *Scottish Educational Studies*, vol. 7, no 1.

Stop, look and listen not enough

"First I look to the right and then to the left and then to the right again—and then I run." This was how a typical Swedish seven-year-old coped with traffic in Stockholm. Yet Sweden is streets ahead of most other developed countries in its road safety programmes for young children.

Training in coping with traffic is by no means a waste of time, says Dr Stina Sandels, of the Swedish Institute for Child Development Research. Properly handled, it can help children as young as four appreciate the risks of uncontrolled behaviour in busy streets. Within a couple of years, the basic rules of safe behaviour can be assimilated by any child of normal intelligence. But what training can't do, she concludes, after 12 years of research into the effectiveness of road safety programmes, is turn children into adults.

Children of four, five, and even seven years of age are not capable of consistent controlled behaviour. No amount of knowing what they ought to do will guarantee a young child will do it. In Sweden, although training in road safety begins at four in playgroups and kindergartens, the accident rate does not begin to diminish until the age of eight. And it diminishes slowly. Ten-year-olds, with an accident rate of 90 per 100,000, are only 25 per cent more safe than seven-year-olds, the key group at risk.

The high accident rate among seven-year-olds causes particular concern in Sweden. This is the age at which children enter the compulsory school system, though most will have had some pre-school education. A lot of effort has therefore gone into preparing them for the daily journey to school.

Tests on a sample of kindergarten children on the eve of school entry showed how real the risks are. Out of 76 children observed in a street crossing test, only 40 went to the proper crossing place; 38 stopped at the edge of the pavement. Most looked around before stepping on to the road, but only 16 did so in the recommended right-left-right way. Another 16 headed straight across without looking, and four of these ran.

After instruction in road safety drill, these children performed well when questioned. Taken out on the road again, rather more than before went up to the crossing and stopped at the kerb. But they seemed as unsure as ever about the point of looking up and down the road for traffic. Even those who dutifully performed the right-left-right inspection, sometimes headed straight into the road after this, regardless of whether conditions were safe or not.

Another study, which observed performance over time, found the children were disturbingly inconsistent. The way they handled a crossing was rated poor, average or good. Out of 52 children studied, 23 behaved in the same way every time; 20 varied between two groups, and nine varied across all three.

To anyone familiar with patterns of child development, results like this are not at all surprising, says Dr Sandels. The concentration required for safe traffic behaviour is beyond some children of this age at all times. Even the most sober and responsible are liable to let their minds wander.

It is also hard for them to see things from the driver's point of view. Many assume cars will stop when the drivers see them. They often do not appreciate that drivers cannot stop instantly. There is also a belief that running is, somehow, safer than walking—one gets off the road faster.

It is about time, says Dr Sandels, we stopped assuming education can eliminate risks like this. A good road safety scheme—and she has been responsible for many now used in Sweden—can lay a useful foundation for later behaviour. It cannot accelerate the process by which children acquire control over their behaviour.

What we need now is an approach based on adapting traffic to children. It is not possible to adapt them to the traffic. She has been particularly impressed by some recent British traffic separation schemes—like that in Stevenage—which segregates pedestrians, motor traffic and cyclists.

Children in Traffic, by Stina Sandels, Paul Elk Limited, £3.95.

Medical students work hardest

College of education students study less efficiently than their counterparts in medical school or town and country planning courses. They are also more likely to be anxious, lack self-control and suffer from identity and relationship difficulties, none of which makes higher education easy. Counselling—advisable for all students with these difficulties—R. D. Savage, of Newcastle University, concludes — would be particularly useful in education colleges.

Personality is a factor, but essentially it is a matter of adaptation to the demands of the system. This is where counselling can help, in fostering good habits and giving support in periods of stress.

As the first stage in a continuing project, Savage explored the characteristics associated with student underachievement in medicine, teaching and planning and the prevalence of these characteristics in these three groups. More than 300 students took part—113 medical undergraduates, 194 education college students and 67 candidates for a degree in town and country planning.

When the academically most successful 25 per cent were compared with the least successful 25 per cent, the difference in basic intelligence was small. The top group averaged 7.26, the bottom group 6.98, on a scale in which the mean was 5.5. Most personality characteristics were equally prevalent. It did not seem to matter whether the students were forthright or shrewd, expedient or conscientious, tough or tender-minded.

Two characteristics did make a difference. More outgoing students did better than the more reserved. Those short on self control did rather worse than those who had it. The student who did badly was, therefore, likely to lack self-confidence or willpower—or both.

The one really staggering difference between the two groups was in study habits. On a scale which ran from −177 to +176, with the mean at 5, the bottom group averaged just under −1. The top group averaged over +42. Technique was more important than personality mix.

When the groups were examined separately, average intelligence scores were much the same. Medical students averaged 7.2, education students 6.9 and planning students 7, but an interestingly different pattern of personality traits emerged for each personality group.

The medical students were the most emotionally stable, confident, self-sufficient and shrewd, tempered by liberal-mindedness and a tendency towards tender-mindedness. The student planners were the most radical and imaginative, with a strong tendency to expedience and a fair lack of self control. The student teachers were the most conservative, and yet the most tender-minded, the most group-dependent and anxious, and most lacking of all in self control—highly liable, in other words, to run into trouble.

However, the greatest contrast was over study habits. Medical students averaged 29 and planners 19, but the student teachers were well behind with just over eight. On top of more potential personality difficulties, education college students were less well equipped.

Savage's conclusions are tentative so far and the groups will be followed through to final examination results. But he feels there is a case for counselling should be put. Experiments in the United States have shown that a 25 per cent higher pass rate can be achieved when students have a counselling service to turn to.

"Personality and achievement in higher education professional training", by R. D. Savage, *Educational Review*, vol 27, no 1.

Science diary
by
John Maddox

Room for doubt about monopoles

Whether or not one swallow makes a summer, it now seems a group of American physicists have concluded that a single track in a stack of cosmic ray detectors, flown near the top of the atmosphere by balloon for nearly three days at the end of September, 1973, is a sufficient proof of the existence of magnetic monopoles, the magnetic equivalents of isolated electric charges.

This development, due to P. B. Price and E. K. Shirk, of the University of California at Berkeley, and W. Z. Osborne and L. D. Pinsky, of the University of Houston, has been widely reported in the daily newspapers. A sparse account has today appeared in *Physical Review Letters* (August 25). My guess is that there will now be a long argument about the interpretation of the observational data.

The first thing to say is that the issues are exceedingly complicated. The second is that the stack of cosmic ray detectors flown in September, 1973, as a part of a programme for the detection of heavy atomic nuclei in the primary cosmic rays, was fortuitously just the kind of equipment needed for the detection of magnetic monopoles.

For practical purposes, it consisted of three components—a thick photographic emulsion, a stack of 33 sheets of a plastic called Lexon (really a polycarbonate) and a device for measuring the velocity of fast-moving particles. That the particular particle now thought to be a magnetic monopole was exceptional is beyond dispute. The plastic detectors show a particle which traversed the whole stack and which, on conventional views, could only have been an atomic nucleus with a charge of 125 units travelling with nearly the speed of light.

It is worth recalling that the heaviest nucleus so far found in the cosmic rays has a nuclear charge of only 96 units, corresponding to the unstable element curium. The track left in the photographic emulsion, which shows up as a cylinder of blackening caused by electrons thrown off in atomic collisions, is more compact than would have been produced by such a heavy nucleus, although there is room for argument on that point.

What persuaded the American physicists that they observed a magnetic monopole and not an exceptionally heavy atomic nucleus is that their velocity detector did not record the passage of a particle travelling at nearly the speed of light. This, however, is the shakiest part of the argument.

The velocity detector consists of a thick piece of plastic in which fast-moving atomic particles of any kind should create a cone of radiation. This should then produce a spot on a piece of fast photographic film. No spot was seen, from which it is concluded that the particle in dispute was travelling at less than two-thirds the velocity of light. The trouble is that this is negative evidence. It is like saying that it has not been possible to find a needle in a haystack.

None of this implies that the interpretation of the experiment now announced is wrong, but merely that it needs to be confirmed. But the theoretical implications of the existence of magnetic monopoles are so far-reaching that I, for one, will keep an open mind on the subject for some time to come.

* * *

The reasons why magnetic monopoles would upset so many apple carts are not far to seek. It all goes back to Maxwell about a century ago. He constructed the theoretical framework in which the earlier observations of Faraday and others on electro-magnetism were first successfully explained.

Maxwell's theory has two essential properties. First, there is a striking symmetry between the properties of electrical and magnetic fields, or fields of force. If one (electric or magnetic) is changing in the course of time, then the existence of the other (magnetic or electric) is forced on you. Second, there is an equally striking asymmetry—electric charges exist, but not magnetic charges. Electro-magnetism as we know it is constructed on these two principles, themselves founded not on philosophical arguments about symmetry but on experiment.

Much of high energy physics in the past few years has been concerned to show that electrodynamics does indeed work well, even in extreme conditions such as those attained in the acceleration of atomic particles to the highest energies. If it were now necessary to suppose that magnetic charges or monopoles exist, much of this work would be questioned. That is why so much of physics would be set by the ears, although it is not clear precisely how much damage would be done.

The American physicists estimate that the mass of their supposed magnetic monopole is at least 200 times the mass of a proton. This means that it might play only a small part in the interactions between even the most energetic particles so far created in the accelerating machines. Where its existence would matter is in the attempt now under way to account for the properties of nuclear matter in terms of still fugitive particles called quarks, for these are all based on the notion that electricity and magnetism are inherently different.

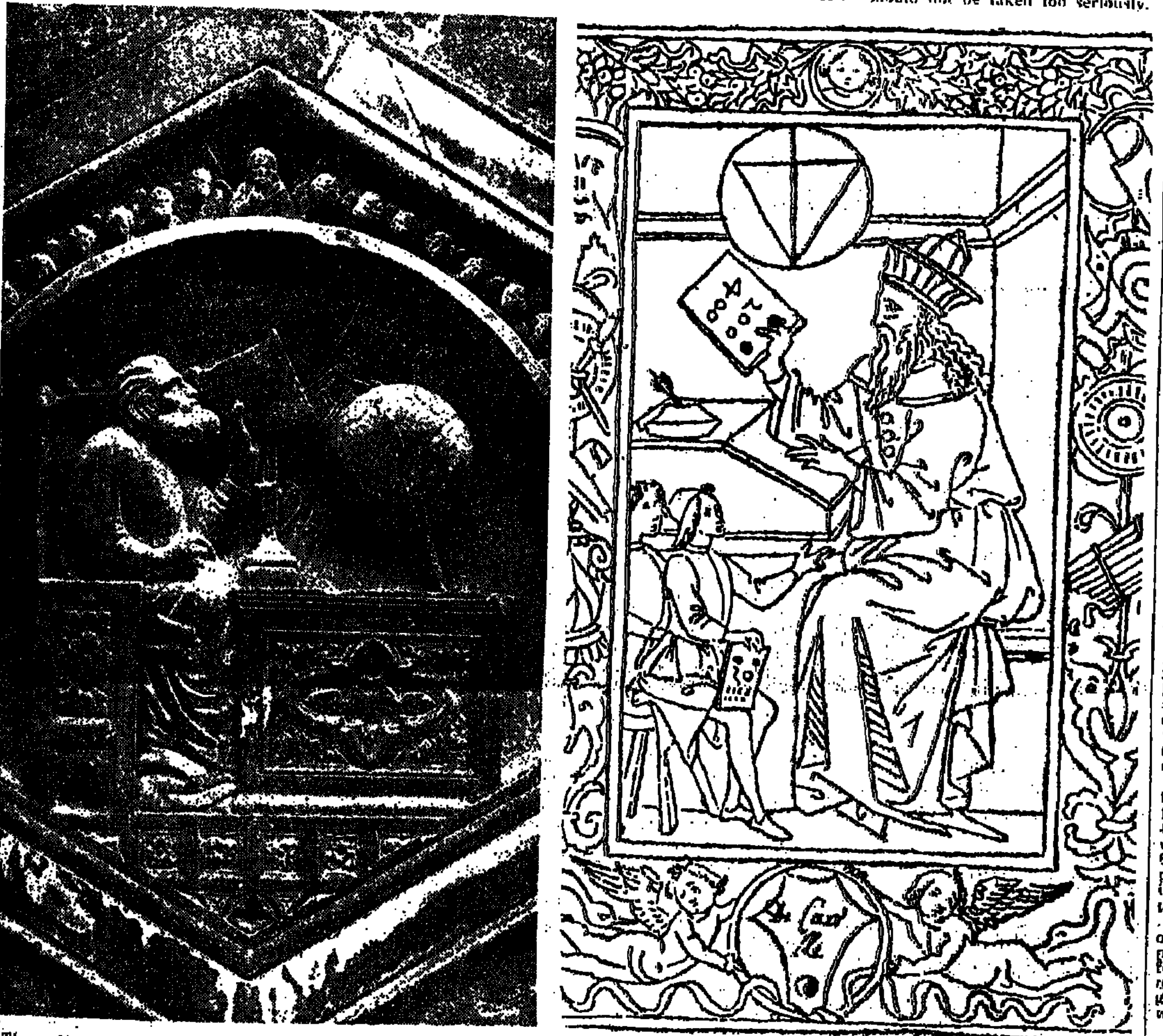
* * *

These arguments, about which much will be heard in the months ahead, provoke the question of to what extent those who look for a definition of the laws of nature should be guided by the hunch that, in the end, they will be symmetrical. This, of course, is a point of view that goes back to Pythagoras, or at least to his followers. Over the centuries it has been responsible for as many absurdities as successes.

Ptolemy's attempt to account for the motion of the planets in terms of a hierarchy of circular orbits, the smaller orbits riding on the backs of the larger, is perhaps the most striking warning against too scrupulous a search for symmetry. But it is also impressive how often it has turned out, in quite modern and respectable physics, that the world is unexpectedly symmetrical. For every electron, for example, there is an anti-electron.

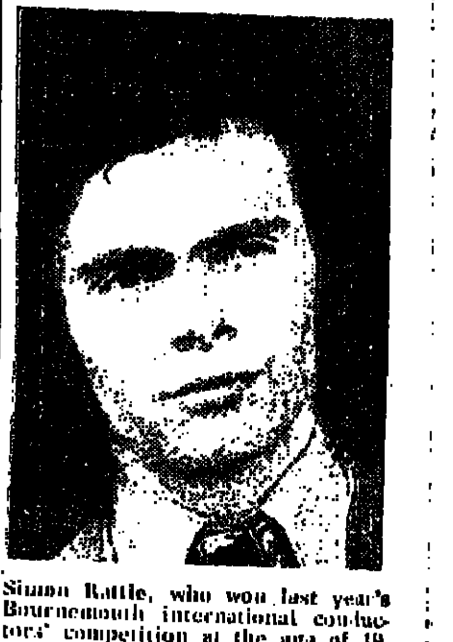
More to the point, all the attempts in the past few years to make sense of the recently discovered particles of matter have been guided by a view of what kind of symmetry is appropriate. So it is natural that there should be cosmologists who wonder whether Maxwell's conclusion that the behaviour of electricity and magnetism are intrinsically different is as valid as it seems to be. Could it be, they ask, that we just happen to live in a part of the universe where electric but not magnetic charges exist, and that elsewhere it may be exactly the opposite?

On this view, the best explanation of the supposed magnetic monopole may be that it is a stray, a particle from some radically different part of the universe. Or, to put it another way, for the time being it should not be taken too seriously.



The endless search for order in nature from Pythagoras (right: from a book on arithmetic published in Florence in 1518) and Ptolemy (left: from the Campanile del Duomo, Florence) to today's study of particles of matter.

People



Simon Rattle, who won last year's Bournemouth international conductors' competition at the age of 19, is to conduct the 100 young musicians of the ILEA London Schools Symphony Orchestra in a public concert at the Royal Festival Hall on September 15.

Mr J. F. Phillips, who has been appointed chairman of the Council for the Accreditation of Correspondence Colleges, is secretary and chief executive of the Institute of Chartered Secretaries and Administrators. He has been a member of the CACC nominated by the Education Secretary since 1969 and its honorary treasurer since 1970. He replaces Mr Robert Presswood.

Miss Rachel Jenkins, who has been appointed the Save the Children Fund's first director of child care, has been in charge of the social work courses at Nottingham University for the last six years.

Mr Peter Radford, the former Olympic sprinter, has been appointed director of physical education at Glasgow University.

Appointments

Universities

Dr Colin C. Bird to be professor and head of the department of pathology at Leeds University.

Mr A. J. Eccles, senior fellow and senior lecturer in business environment at the Manchester Business School, to the new Chair of Business Policy at Glasgow University.

Dr W. A. Littler, clinical lecturer in cardiovascular medicine, Oxford University, to the British Heart Foundation chair of cardiology, Birmingham University.

'Cash not cars' for disabled

Thousands of disabled children will benefit from the Government's mobility allowance when it is introduced in January.

A "cruel anomaly" has meant that severely disabled children and people who are unable to drive have been denied help, according to Mr Alf Morris, Parliamentary Under-Secretary of State for the disabled. He told an audience at the opening of the new unit for young handicapped people at the Musgrove Park Hospital, Taunton, last week, that the new policy would mean "cash not cars".

The allowance of £260 a year will be phased in from January for 100,000 people—instead of the 40,000 who now use invalid three-wheelers—at an extra cost of about £6m. The money may be spent on public transport, taxis, or on helping to run family cars or on sharing petrol costs.

There has been some controversy over the minister's decision to phase out subsidies for the modified four-wheeler and as an alternative to the mobility allowance give grants only for the three-wheelers which some people claim are unsafe.

Mr Morris said: "We have had to make choices, and determine priorities against a background of unprecedented economic difficulties."

COURSES

THE ADVISORY CENTRE FOR EDUCATION

announces two Christmas-break COURSES

THE COMPREHENSIVE SCHOOL: ORGANISATION & RESPONSIBILITY

Course Director: Michael Marland, Woodberry Down School, London

1-4 January 1976 Churchill College, Cambridge

Those already holding senior posts in comprehensive schools or anyone aspiring to such a position will find this course of great practical and theoretical value. The comprehensive school requires sound organization and a clear responsibility structure if it is to offer a full educational experience to all its pupils.

This lecture/study group course will view the curriculum, pastoral care and responsibility structure of the school as being closely inter-related. Lecturers introduce and explore authoritatively each aspect of the subject, and additionally case-studies are presented. Course members spend about half the time in small groups at decision-making in practice using specially prepared simulation material under the guidance of experienced Working Party Leaders. (C76/1)

MANAGEMENT AND EDUCATION TODAY

Joint Course Directors: Cyril Poster, The Sheppey School, Minster, Kent, and Dick Ashman, Edgecliffe Comprehensive School, Kinver, Worcs.

30 December, 1975-3 January, 1976
Fitzwilliam College, Cambridge

This is the third year that ACF has presented this workshop course, previously entitled 'The Role of the Secondary Headteacher'. The change of title indicates only a change of emphasis; a recognition that the teaching profession is beginning to accept the need for the devolution of responsibility in the management of schools. This course, while in no way ignoring the pastoral problems in schools, concentrates on curricular issues. Its main topics are:

- the creation of a curricular structure
- staff contribution to decision-making
- role definition
- curriculum planning and timetable organization
- the contribution of management techniques
- interpersonal relationships: staff, students and parents

The course will suit particularly those who seek to widen their practical knowledge and understanding of how the school structure functions. Places on this course will be limited. (C75/6)

Full details of these two courses, and an outline of ACE COURSES FOR 1975/76, are now available from:

The Courses Officer
The Advisory Centre for Education
32 Trumpington Street, Cambridge CB2 1QY
Telephone—Cambridge (0223) 51456

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

Digby Stuart College	Southlands College
Froebel Institute College	Whitelands College

ONE-TERM IN-SERVICE COURSE:
SUMMER TERM 1976 AUTUMN TERM 1976

NURSERY EDUCATION

This course, offered at the Froebel Institute College, is provided to meet the urgent demand for Nursery teachers. The greatest need will be for qualified Infant or Junior teachers to retrain to take responsibility for classes in nursery schools or attached to primary schools. A further need will be for experienced nursery teachers to take responsibility for larger nursery units, nursery centres, or to help in local Education Authority provision for the extension of nursery education.

The course will include a study of Developmental Psychology as related to the 0-5 years period, concept and language development. Aspects of the nursery curriculum will be considered, and a personal study made of a selected topic. A study of social influences upon early childhood, the education of disadvantaged children, and home-school cooperation will also be included. An important emphasis in the course is the linking of theoretical and practical aspects, with visits to schools and other agencies, and work with children throughout.

Application, as soon as possible, to: The Principal, Froebel Institute College, Grove House, Roehampton Lane, SW15 5PJ.

Look at the literary side of life every Friday.
Read The Times Literary Supplement
Every Friday
at newsagents, price 15p.

COURSES IN OUTDOOR EDUCATION FOR ADULTS OR CHILDREN
LOCH EIL CENTRE
ACHDALIEU FORT WILLIAM. INVERNESS-SHIRE
RYA SAILING SCHOOL
SMLTP Mountain Centre

Working-class pupils still penalized

Scottish secondary schools are not doing as much as they could for able working-class children, says Douglas Weir of Glasgow University. Too many leave without any qualifications and many are not being presented for examinations that ought to be well within their grasp.

For the past five years, Douglas Weir and Dr S. J. Closs, of Edinburgh University, have been monitoring a large random sample of Scottish schoolchildren for the Scottish Council for Research in Education. About 2,500 children were drawn from 70 secondary schools in 1970-71, at the age of 14-15, for this project. They were tested for ability on a variety of measures (some specially developed by the applied psychology unit at Edinburgh University) and on such counts as occupational interests and personality.

These tests provided some indication of the children's potential. Their subsequent progress showed, however, that much of this potential was not being realized.

Within a year, large numbers of children whom the tests showed to be clearly capable of attempting the Scottish O level examinations had left school. Most of them were children from working-class backgrounds. Among those whose verbal reasoning quotient placed them in the highest ability bands (more than one standard deviation above the mean VRQ of O level candidates), 6 per cent of working class children left school, compared with none from middle class backgrounds.

In the ability bands from which most O level candidates come—from one standard deviation above the mean to mean, and from mean to one standard deviation below—34 per cent and 62 per cent of the working-class pupils left, compared with 4 per cent and 39 per cent of middle-class pupils. In the marginal band, just below this, as many as 88 per cent of working-class pupils left, though the middle-class pupils were close behind them, with 83 per cent.

This level of wastage is unacceptable, says Weir, when one considers that 70 per cent of the O level potential is concentrated in those two middle ability bands. In these bands, well over half the working class children who were capable of O levels were not even staying on to attempt them before the school leaving age was raised, as against less than a fifth of middle class pupils.

Will raising the age have much effect upon the wastage rate? When Weir looked at the performance of the members of his sample who stayed on to take O levels the following year, he found that the able working-class children were still grossly underrepresented. Even in the highest ability band, they were either not being presented for examinations or were being presented in far fewer subjects than their middle-class counterparts—although the pass rate, for both groups, was roughly the same.

In the highest ability bands (from two to three deviations above the mean, and from one to two), working-class children attempted 5.7 and 5.6 subjects, middle-class children 6.5 and 6.3. Among the big group just above the mean, the average number of subjects attempted were 4.4 and 5.2. Among the other big group just below the mean, the averages were 2.4 and 4.0.

Weir is convinced that schools preselect children on grounds other than ability. The far greater opportunities that should have flowed from going comprehensive—more complete in Scotland, by this stage, than even now in England—are being thwarted.

Since O levels now fall within the compulsory school attendance period, pupils will have more incentive to attempt them. But it is the schools who must see that they get the opportunity to do so.

Weir wants every school to operate a trawl for potential O level candidates early in the children's secondary school careers—no later than the end of the second year. The tests used in the project could usefully be adapted for this purpose.

Some of the specially devised measures—notably the APU arithmetic test—were actually better predictors of O level success than the classic VRQ test, perhaps because they were less contaminated by social class. It is also important, he feels, to include tests which shed light on personality and interests. These are of use when subjects are being chosen.

"The Scottish Certificate of Education: factors affecting pupil performance", by A. Douglas Weir, *Scottish Educational Studies*, vol. 7, no 1.

Stop, look and listen not enough

"First I look to the right and then to the left and then to the right again—and then I run." This was how a typical Swedish seven-year-old coped with traffic in Stockholm. Yet Sweden is streets ahead of most other developed countries in its road safety programmes for young children.

Training in coping with traffic is by no means a waste of time, says Dr Stina Sandels, of the Swedish Institute for Child Development Research. Properly handled, it can help children as young as four appreciate the risks of uncontrolled behaviour in busy streets. Within a couple of years, the basic rules of safe behaviour can be assimilated by any child of normal intelligence. But what training can't do, she concludes, after 12 years of research into the effectiveness of road safety programmes, is turn children into adults.

Children of four, five, and even seven years of age are not capable of consistent controlled behaviour. No amount of knowing what they ought to do will guarantee a young child will do it. In Sweden, although training in road safety begins at four in playgroups and kindergartens, the accident rate does not begin to diminish until the age of eight. And it diminishes slowly. Ten-year-olds, with an accident rate of 90 per 100,000, are only 25 per cent more safe than seven-year-olds, the key group at risk.

The high accident rate among seven-year-olds causes particular concern in Sweden. This is the age at which children enter the compulsory school system, though most will have had some pre-school education. A lot of effort has therefore gone into preparing them for the daily journey to school.

Tests on a sample of kindergarten children on the eve of school entry showed how real the risks are. Out of 76 children observed in a street crossing test, only 40 went to the proper crossing place; 38 stopped at the edge of the pavement. Most looked around before stepping on to the road, but only 16 did so in the recommended right-left-right way. Another 16 headed straight across without looking, and four of these ran.

After instruction in road safety drill, these children performed well when questioned. Taken out on the road again, rather more than before went up to the crossing and stopped at the kerb. But they seemed as unsure as ever about the point of looking up and down the road for traffic. Even those who dutifully performed the right-left-right inspection, sometimes headed straight into the road after this, regardless of whether conditions were safe or not.

Another study, which observed performance over time, found the children were disturbingly inconsistent. The way they handled a crossing was rated poor, average or good. Out of 52 children studied, 23 behaved in the same way every time; 20 varied between two groups, and nine varied across all three.

To anyone familiar with patterns of child development, results like this are not at all surprising, says Dr Sandels. The concentration required for safe traffic behaviour is beyond some children of this age at all times. Even the most sober and responsible are liable to let their minds wander.

It is also hard for them to see things from the driver's point of view. Many assume cars will stop when the drivers see them. They often don't appreciate that drivers cannot stop instantly. There is also a belief that running is, somehow, safer than walking—one gets off the road faster.

It is about time, says Dr Sandels, we stopped assuming education can eliminate risks like this. A good road safety scheme—and she has been responsible for many now used in Sweden—can lay a useful foundation for later behaviour. It cannot accelerate the process by which children acquire control over their behaviour.

What we need now is an approach based on adapting traffic to children. It is not possible to adapt them to the traffic. She has been particularly impressed by some recent British traffic separation schemes—like that in Stevenage which segregates pedestrians, motor traffic and cyclists.

Children in Traffic, by Stina Sandels, *Paul Elk Limited*, £3.95.

Medical students work hardest

College of education students study less efficiently than their counterparts in medical school or town and country planning courses. They are also more likely to be anxious, lack self-control and suffer from identity and relationship difficulties, none of which makes higher education easy. Counselling—advisable for all students with these difficulties, R. D. Savage, of Newcastle University, concludes—would be particularly useful in education colleges.

Personality is a factor, but essentially it is a matter of adaptation to the demands of the system. This is where counselling can help, in fostering good habits and giving support in periods of stress.

As the first stage in a continuing project, Savage explored the characteristics associated with student underachievement in medicine, teaching and planning and the prevalence of these characteristics in these three groups. More than 300 students took part—113 medical undergraduates, 194 education college students and 67 candidates for a degree in town and country planning.

When the academically most successful 25 per cent were compared with the least successful 25 per cent, the difference in basic intelligence was small. The top group averaged 7.26, the bottom group 6.98, on a scale in which the mean was 5.5. Most personality characteristics were equally prevalent. It did not seem to matter whether the students were forthright or shrewd, expedient or conscientious, tough or tender-minded.

Two characteristics did make a difference. More outgoing students did better than the more reserved. Those short on self control did rather worse than those who had it. The student who did badly was, therefore, likely to lack self-confidence or willpower—or both.

The one really staggering difference between the two groups was in study habits. On a scale which ran from −177 to +176, with the mean at 5, the bottom group averaged just under −1. The top group averaged over +42. Technique was more important than personality mix.

When the groups were examined separately, average intelligence scores were much the same. Medical students averaged 7.2, education students 6.9 and planning students 7, but an interestingly different pattern of personality traits emerged for each personality group.

The medical students were the most emotionally stable, confident, self-sufficient and shrewd, tempered by liberal-mindedness and a tendency towards tender-mindedness. The student planners were the most radical and imaginative, with a strong tendency to expedience and a fair lack of self control. The student teachers were the most conservative, and yet the most tender-minded, the most group-dependent and anxious, and most lacking of all in self control—highly liable, in other words, to run into trouble.

However, the greatest contrast was over study habits. Medical students averaged 29 and planners 19, but the student teachers were well behind with just over eight. On top of more potential personality difficulties, education college students were less well equipped.

Savage's conclusions are tentative so far and the groups will be followed through to final examination results. But he feels there is a case for counselling should be put. Experiments in the United States have shown that a 25 per cent higher pass rate can be achieved when students have a counselling service to turn to.

"Personality and achievement in higher education professional training", by R. D. Savage. *Educational Review*, vol 27, no 1.

Science diary

by

John Maddox

Room for doubt about monopoles

Whether or not one swallow makes a summer, it now seems a group of American physicists have concluded that a single track in a stack of cosmic ray detectors, flown near the top of the atmosphere by balloon for nearly three days at the end of September, 1973, is a sufficient proof of the existence of magnetic monopoles, the magnetic equivalents of isolated electric charges.

This development, due to P. B. Price and E. K. Shirk, of the University of California at Berkeley, and W. Z. Osborne and L. D. Pinsky, of the University of Houston, has been widely reported in the daily newspapers. A sparse account has also appeared in *Physical Review Letters* (August 25). My guess is that there will now be a long argument about the interpretation of the observational data.

The first thing to say is that the issues are exceedingly complicated. The second is that the stack of cosmic ray detectors flown in September, 1973, as a part of a programme for the detection of heavy atomic nuclei in the primary cosmic rays, was fortuitously just the kind of equipment needed for the detection of magnetic monopoles.

For practical purposes, it consisted of three components—a thick photographic emulsion, a stack of 33 sheets of a plastic called Lexan (really a polycarbonate) and a device for measuring the velocity of fast-moving particles. That the particular particle now thought to be a magnetic monopole was exceptional is beyond dispute. The plastic detectors show a particle which traversed the whole stack and which, on conventional views, could only have been an atomic nucleus with a charge of 125 units travelling with nearly the speed of light.

It is worth recalling that the heaviest nucleus so far found in the cosmic rays has a nuclear charge of only 96 units, corresponding to the unstable element curium. The track left in the photographic emulsion, which shows up as a cylinder of blackening caused by electrons thrown off in atomic collisions, is more compact than would have been produced by such a heavy nucleus, although there is room for argument on that point.

What persuaded the American physicists that they observed a magnetic monopole and not an exceptionally heavy atomic nucleus is that their velocity detector did not record the passage of a particle travelling at nearly the speed of light. This, however, is the shakiest part of the argument.

The velocity detector consists of a thick piece of plastic in which fast-moving atomic particles of any kind should create a cone of radiation. This should then produce a spot on a piece of fast photographic film. No spot was seen, from which it is concluded that the particle in dispute was travelling at less than two-thirds the velocity of light. The trouble is that this is negative evidence. It is like saying that it has not been possible to find a needle in a haystack.

None of this implies that the interpretation of the experiment now announced is wrong, but merely that it needs to be confirmed. But the theoretical implications of the existence of magnetic monopoles are so far-reaching that I, for one, will keep an open mind on the subject for some time to come.

* * *

The reasons why magnetic monopoles would upset so many apple carts are not far to seek. It all goes back to Maxwell about a century ago. He constructed the theoretical framework in which the earlier observations of Faraday and others on electromagnetism were first successfully explained.

Maxwell's theory has two essential properties. First, there is a striking symmetry between the properties of electrical and magnetic fields, or fields of force. If one (electric or magnetic) is changing in the course of time, then the existence of the other (magnetic or electric) is forced on you. Second, there is an equally striking asymmetry—electric charges exist, but not magnetic charges. Electromagnetism as we know it is constructed on these two principles, themselves founded not on philosophical arguments about symmetry but on experiment.

Much of high energy physics in the past few years has been concerned to show that electrodynamics does indeed work well, even in extreme conditions such as those attained in the acceleration of atomic particles to the highest energies. If it were now necessary to suppose that magnetic charges or monopoles exist, much of this work would be questioned. That is why so much of physics would be set by the ears, although it is not clear precisely how much damage would be done.

The American physicists estimate that the mass of their supposed magnetic monopole is at least 200 times the mass of a proton. This means that it might play only a small part in the interactions between even the most energetic particles so far created in the accelerating machines. Where its existence would matter is in the attempt now under way to account for the properties of nuclear matter in terms of still fugitive particles called quarks, for these are all based on the notion that electricity and magnetism are [illegible] different.

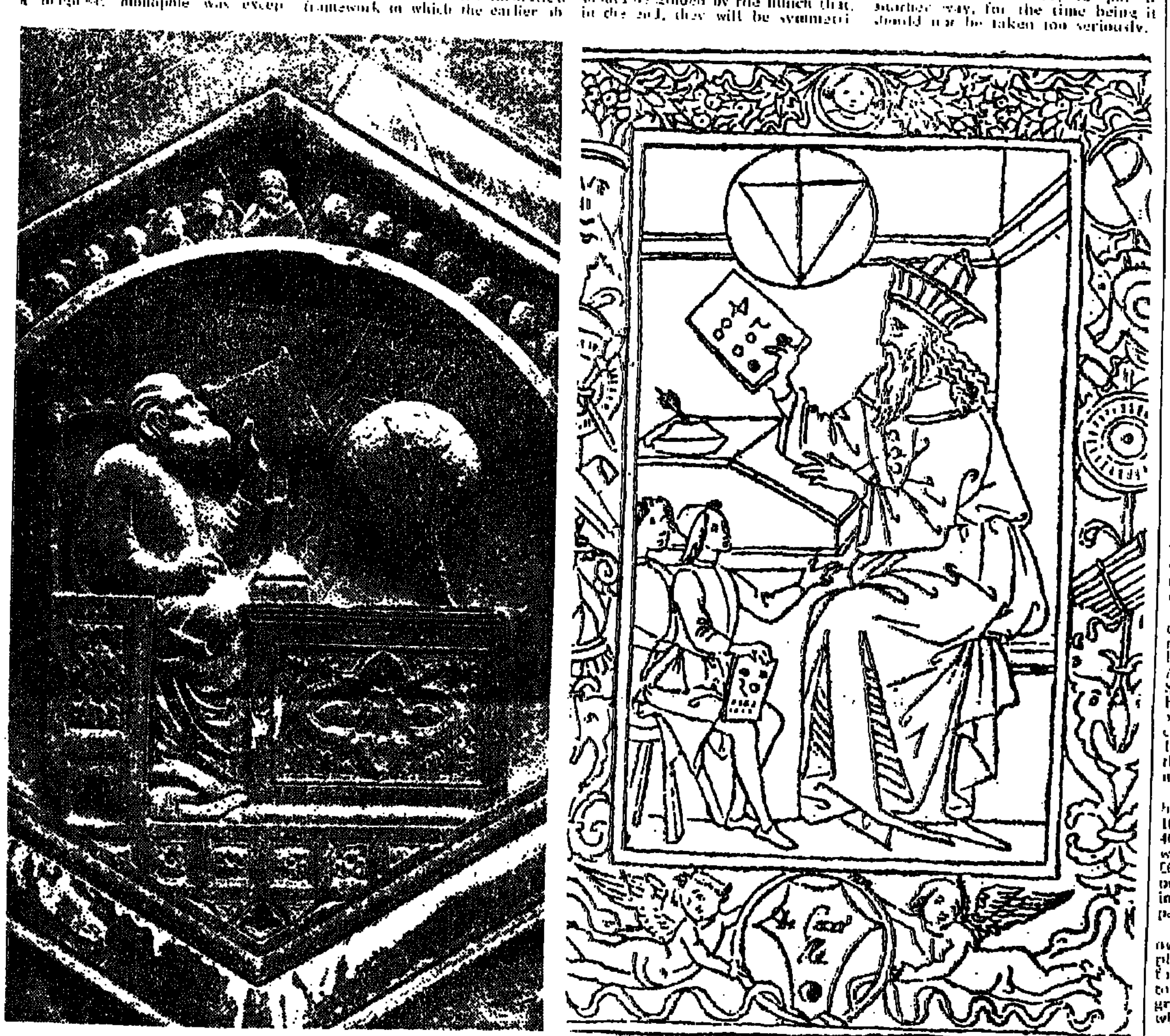
* * *

These arguments, about which much will be heard in the months ahead, provoke the question of to what extent those who look for a definition of the laws of nature should be guided by the hunch that, in the end, they will be symmetrical. This, of course, is a point of view that goes back to Pythagoras, or at least to his followers. Over the centuries it has been responsible for as many absurdities as successes.

Ptolemy's attempt to account for the motion of the planets in terms of a hierarchy of circular orbits, the smaller orbits riding on the backs of the larger, is perhaps the most striking warning against too scrupulous a search for symmetry. But it is also impressive how often it has turned out, in quite modern and respectable physics, that the world is unexpectedly symmetrical. For every electron, for example, there is an anti-electron.

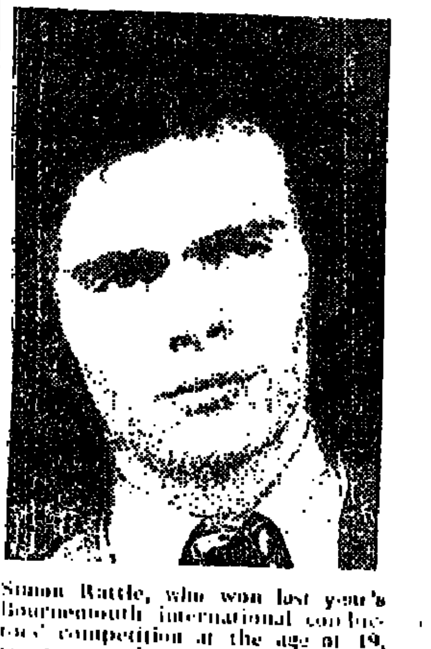
More to the point, all the attempts in the past few years to make sense of the recently discovered particles of matter have been guided by a view of what kind of symmetry is appropriate. So it is natural that there should be cosmologists who wonder whether Maxwell's conclusion that the behaviour of electricity and magnetism are intrinsically different is as valid as it seems to be. Could it be, they ask, that we just happen to live in a part of the universe where electric but not magnetic charges exist, and that elsewhere it may be exactly the opposite?

On this view, the best explanation of the supposed magnetic monopole may be that it is a stray, a particle from some radically different part of the universe. Or, to put it another way, for the time being it should not be taken too seriously.



The endless search for order in nature from Pythagoras (right: from a book on arithmetic published in Florence in 1518) and Ptolemy (left: from the Campanile del Duomo, Florence) to today's study of particles of matter.

People



Simon Rattle, who won last year's Bournemouth international conductors' competition at the age of 19, is to conduct the 100 young musicians of the ILEA London Schools Symphony Orchestra in a public concert at the Royal Festival Hall on September 15.

Mr J. F. Phillips, who has been appointed chairman of the Council for the Accreditation of Correspondence Colleges, is secretary and chief executive of the Institute of Chartered Secretaries and Administrators. He has been a member of the CACC nominated by the Education Secretary since 1969 and its honorary treasurer since 1970. He replaces Mr Robert Prestwood.

Miss Rachel Jenkins, who has been appointed the Save the Children Fund's first director of child care, has been in charge of the social work courses at Nottingham University for the last six years.

Mr Peter Radford, the former Olympic sprinter, has been appointed director of physical education at Glasgow University.

Appointments

Universities

Dr Colin C. Bird to be professor and head of the department of pathology at Leeds University.

Mr A. J. Eccles, senior fellow and senior lecturer in business environment at the Manchester Business School, to the new Chair of Business Policy at Glasgow University.

Dr W. A. Littler, clinical lecturer in cardiovascular medicine, Oxford University, to the British Heart Foundation chair of cardiology, Birmingham University.

'Cash not cars' for disabled

Thousands of disabled children will benefit from the Government's mobility allowance when it is introduced in January.

A "cruel anomaly" has meant that severely disabled children and people who are unable to drive have been denied help, according to Mr Alf Morris, Parliamentary Under-Secretary of State for the disabled. He told an audience at the opening of the new unit for young handicapped people at the Musgrove Park Hospital, Taunton, last week that the new policy would mean "cash not cars".

The allowance of £260 a year will be phased in from January for 100,000 people—instead of the 40,000 who now use invalid three-wheelers—at an extra cost of about £6m. The money may be spent on public transport, taxis, or on helping to run family cars or on sharing petrol costs.

There has been some controversy over the minister's decision to phase out subsidies for the modified four-wheeler and as an alternative to the mobility allowance give grants only for the three-wheelers which some people claim are unsafe.

Mr Morris said: "We have had to make choices, and determine priorities against a background of unprecedented economic difficulties."

صورة عن الأصل

COURSES

CITY OF LIVERPOOL

C.F. MOTT COLLEGE OF HIGHER EDUCATION

ENTRY OCTOBER 1975 or 1976

Inquiries invited for places in these courses:

B.A. DEGREES (three subjects in first year—most combinations possible).

ENGLISH	PSYCHOLOGY	GEOLOGY
HISTORY	SOCIOLOGY	GEOGRAPHY
BIOLOGY	ART	FRENCH
MATHEMATICS	DRAMA	GERMAN
DIVINITY	MUSIC	PROFESSIONAL STUDIES (Year 1)

B.Ed. DEGREES (leading to qualification as Infant, Junior or Secondary Teacher).

Any two subjects chosen from the above B.A. list and also CHEMISTRY, PHYSICS, WORKSHOP CRAFTS, PHYSICAL EDUCATION, COMMUNITY EDUCATION, EDUCATION OF SEVERELY MENTALLY HANDICAPPED CHILDREN, ENVIRONMENTAL SCIENCE.

P.G.C.E. (full-time or part-time). For graduates in any subjects listed above, or related subjects, plus CLASSICS. Primary or Secondary training.

- ● Good residential provision for first years.
- ● Two 'A' levels required for undergraduate courses, but not necessarily in the degree subjects chosen.
- ● B.A. offers may be linked to a P.G.C.E. place in fourth year.
- ● Dual offers B.A./B.Ed. possible: also, B.Ed./Certificate.

Write or phone to **Admissions Tutor at Liverpool Road, Prescot Merseyside L34 1NP. Tel: 051-489 6201.** (When writing please quote T.E.S.)

Thomas Huxley College

Woodlands Avenue, London W3 8DP

University of London BEd Degree Part 2

Half-time course for serving teachers

Beginning in October, 1975 the college expects to offer a half-time BEd course for serving teachers. Applicants must have passed Part I of the University of London BEd degree.

Subjects to be offered are Education, Art, English and Natural Science. The course which extends for 2 years, involves attendance 2 evenings weekly plus a short period of full-time study.

Application forms and further details available from the Principal.

London Borough of Ealing

WOLSEY HALL

THE OXFORD CORRESPONDENCE COLLEGE

member of ABCC accredited by CACC

GCE, DEGREE & PROFESSIONAL COURSES

Free prospectus from
W. M. M. Milligan MBE, TD, MA

Dept. BD6
Wolsey Hall Oxford OX2 6PR Telephone: 0865-54231

A DEGREE – AT HOME

The National Extension College

offers you a unique tutorial system—personal tuition from highly qualified teachers without correspondence notes—enabling you to study at home for most of the London University Degrees and Diplomas awarded to private external candidates B.Sc., B.Sc.(Econ.), B.Sc.(Soc.), B.Mus., B.A. Hons., B.D. Hons., LL.B., Graduate Certificate in Education, Diplomas in Education, Public Administration, Social Studies and Theology

For full details write to: Pat Gouldstone, Room A3 NEC, 131 Hills Road, Cambridge CB2 1PD, or 'phone 0223 63465.

NATIONAL EXTENSION COLLEGE

the College that's different!

United States

Supreme Court to rule on Los Angeles desegregation

from Jack McCurdy

LOS ANGELES

The Los Angeles schools desegregation case, which has been dragging through the courts for 12 years, has moved a major step forward now the California supreme court has agreed to consider the matter.

The Los Angeles case concerns an area which stretches 46 miles at its widest point, and encompasses 710 square miles, including the city of Los Angeles and some of its suburbs.

Feasibility is central to the whole issue. Courts—including the California supreme court—have said that desegregation is generally desirable provided that it is "reasonably feasible" to carry out. But no-one knows how far the courts will carry that rule, particularly in a district as large as Los Angeles.

In agreeing to hear the case the California supreme court has overturned a decision by an appeal panel that it should be heard again in a lower court. Instead, the high court decided to hear it in a few months time, and a decision is expected next year.

This means that a final ruling on whether the district will have to undertake a large scale busing programme will come much sooner than originally expected.

The ruling is also an important victory for pro-integration forces. They had been trying to send the case to the supreme court, which in the past has been very sympathetic toward the desegregation of schools.

During the 1960s, the state high court supported the desegregation of schools although it has not actually had to order integration.

In the case of Los Angeles, a lower court ordered desegregation of all schools in 1970. But on appeal that decision was reversed several months ago by an appeal court.

The appeals court ruled it had not been shown that the board of education had intentionally segregated students, and unless that was shown their segregation could not be held unconstitutional.

Ultimately, the federal Supreme court may decide the issue. But the California supreme court could make the final decision if it bases its findings on the state constitution rather than the federal constitution. Both constitutions have clauses guaranteeing equal rights to students which the American Civil Liberties Union claims have been violated.

Desegregation: guard on young black "bussers".

Holland

Government plans big increase in statutory bodies

from Lynn George

AMSTERDAM

Many new statutory education bodies will be introduced and the scope of the existing ones enlarged if the memorandum on a new administrative structure for primary and secondary education from Dr Jos van Kemenade, Education Minister, is formally approved by Parliament.

Among the plethora of new bodies one of the most weighty will be the Central Management Council and its five sector councils. The former—which will be chaired by the Minister—replaces the Central Commission for Educational Management (CCOO) set up only a few years ago to ensure consistency of policy among local education authorities.

Unlike the CCOO the five councils representing primary, secondary, teacher training, part-time and young workers education will consist of representatives from branch as well as umbrella organizations.

For the first time, too, certain non-educational groups such as parent and employer associations will have representation.

Whereas the Central Management CI will concern itself with wider educational issues the other councils will tackle problems specifically related to their schedules. It will also be possible for each sector to set up investigatory committees with members chosen from among its own ranks.

Another important new body will be the Educational Planning Bureau, coming under the control of the Minister and functioning at two levels. It will carry out research programmes at the request of the Minister and will function as a data bank compiling and storing research relating to educational policy and reform.

The highest of all the administrative bodies, the Education Council, which acts in an advisory capacity to the Minister will remain but in a revised form. Its 80-strong members will be divided into two categories, general members who will form the permanent core of the council and attend all meetings and retainer members who will only be called in on matters requiring special expertise.

The Minister proposes that the council should be continually informed on policy development instead of at present only at the last moment when advice is sought.

Brazil

Training boost for 'cocoa technicians'

by Fay Haussman

Bahia's Agricultural High School in the cocoa-producing region (EMARC) is a prime example of a professional school promoting the development of a rural area. Surrounded by some of Brazil's—and, incidentally, the world's—largest cocoa plantations, EMARC has been operating for the past 10 years as an outgrowth of the government Agency for the Improvement of Cocoa Farming (CEPLAC) in Bahia. Brazil is the world's second producer of cocoa, after Ghana, and 95 per cent of Brazil's cocoa is planted in Bahia.

EMARC this year has 277 students (including 15 girls). After 18 months they will graduate as "middle-level technicians" in professions, ranging from agriculture and cattle raising to nutrition technology.

As Sr Altamides Caldeira Moreau, EMARC's administrative director explains, the school's staff is composed of 22 full-time and part-time agronomists, agricultural "technicians" and horticulturists. Another 16 agronomists go out to the plantations to give "extension" courses to rural workers. Each agronomist is accompanied by several students; an EMARC student must teach at least four hours every week.

The extension courses were started three years ago and as Sr Moreau says, "we can judge their success by the growing demand for this type of training". So far, 1000 workers have been trained in the intensive 40 to 80 hour courses. Since most plantations in the area grow rubber as well as cocoa, EMARC's intensive courses teach correct techniques for rubber-tree slashing as well as how to grow and handle cocoa plants.

It is practically impossible to overrate the importance of EMARC's extension courses for rural workers, since at the lower levels education in the cocoa region remains fragmentary and inadequate. Even though wages have improved, due to a growing shortage of rural workers, most plantation workers are itinerant and illiterate. Even those who filter through Brazil's ubiquitous literacy classes (Mobral) remain literate only intermittently.

The importance of EMARC and CEPLAC and its work, and their combined influence on Bahia and lately, also the vast Amazon Basin is steadily growing. Nearly two thirds of EMARC's graduates go on to work for CEPLAC which started out as a rural credit bank in 1957 but now is engaged chiefly in soil studies, the fight against insects and plant diseases and the cultivation of new hybrid strains. Under the auspices of CEPLAC, EMARC graduates have begun to provide technical know-how to new cocoa and rubber plantations in Pará, Amazonas and as far away as Rondonia, a little explored tropical territory bordering on Bolivia.

Malta

Union clinches a major deal

by Carl Slevin

After eight months' intensive negotiations, the Maltese government and the Malta Union of Teachers have reached agreement on new salary scales and a comprehensive reorganization of the career structure in teaching and educational administration.

The agreement is backdated to February 1, 1974. Mr Alphonse Farrugia, general secretary of the MUT, believes that most teachers will welcome it not only because of the substantial salary increases but also because schools will now be much better organized.

Previously, there were 11 separate grades with seven salary scales for primary and secondary teachers up to and including heads, and five grades with four scales for administrators below the level of assistant director of education.

The new scheme is much less complex. The old grades of primary school teacher, teacher of art, teacher of music, teacher of physical education, spiritual director, non-graduate master and graduate master have been replaced by the designations Teacher Grade I and Teacher Grade II, each with its own salary scale. Teachers with six or more years of service on February 1, 1974, are to be assimilated into Grade II, along with all graduates. The rest will enter Grade I.

The two former grades and salary scales of Assistant Head Teacher and Assistant Headmaster, along with the new posts of Head of Department and Qualified Counsellor, have been compiled into a single Grade III with one scale, while head teachers and headmasters remain as two grades, though redesignated Head of School I or II.

Immediately after the negotiations were completed, the MUT was flooded with inquiries from teachers who were disturbed by rumours about the terms which had been agreed. Their main fear was that some might be permanently stuck in Grade I. However, given that the Grade II complement was fixed at 65 per cent of the total and the Grade I at 35 per cent, this fear was unfounded and all teachers are guaranteed to move from one to the other eventually. At present there is a considerable excess of Grade II posts which will be filled as and when teachers complete six years' service.

On the administrative side, the old grades of organizer, inspector, superintendent of evening centres, special education officer and chief inspector have become Education Officer I or II with one salary scale each. The top of the hierarchy, made up of the three assistant Directors of Education and the one Director, remains the same, though with increased salaries.

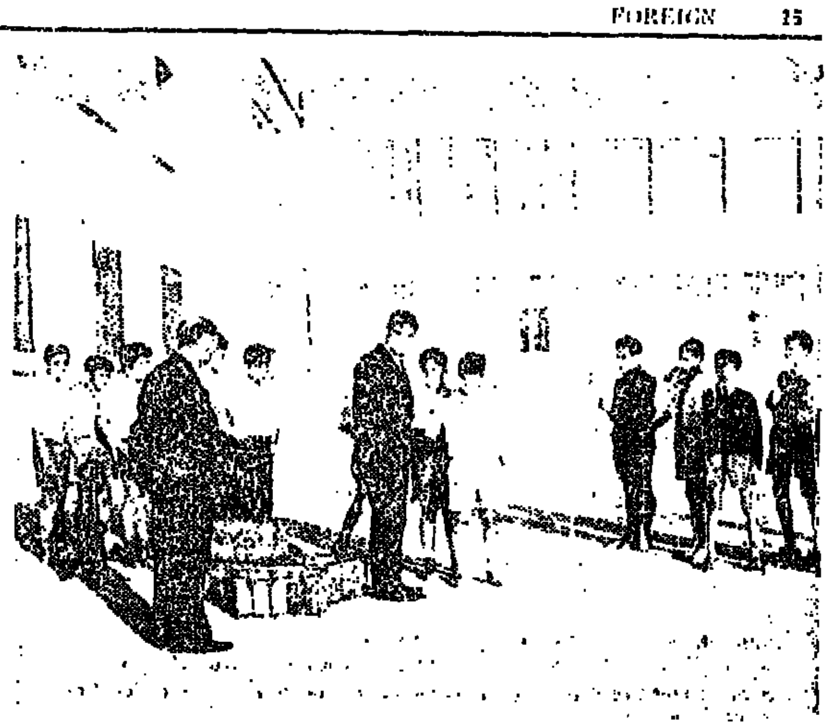
In return for agreement to this reorganization, the MUT has been able to obtain substantial salary increases (in Maltese terms). Teachers (and administrators) will be absorbed into the new grades on the new salary scales at the incremental step immediately above the former salary with one extra full increment in addition. Anyone who would receive an increase of less than one-and-a-half increments as a result will be compensated by bringing forward the date of his next increment. So, for example, a primary school teacher with four years' service will be assimilated into grade I and his salary will rise from £951 to £1,068 (12.3 per cent). A former master graduate on the maximum of the old scale, £1,469, will join grade II and receive £1,632 (11 per cent).

The biggest increases can be seen at the upper limits of the scales, and overall the new scheme will have an equalizing effect as between the former grades. For example, the maximum for both former primary teachers and former master graduates goes up to £1,706 as against £1,177 and £1,469 respectively, so the increases are 47 per cent and 16 per cent.

Such a simplified scheme, however, cannot be expected to cover every contingency in the educational system even of a small country like Malta with a population of only 300,000 or so. Apart from normal teaching, grade II teachers may have to act as form masters, senior teachers, remedial teachers or librarians, and undertake teaching in hospitals, supervision of drama or other duties.

Such additional responsibility will attract two salary increments. Teachers in special schools will receive three extra increments plus the other two if they assume any of the duties listed. Mid-day break supervision, previously a serious bone of contention between teachers and government, will now attract one increment and be voluntary unless insufficient teachers apply to do it.

Another issue which caused trouble in the past was the marking of the yearly promotional examination papers in secondary schools. Teachers have now agreed to do this without extra payment. So in addition to the salary increases desired by the MUT and the basic reorganization desired by the government, the agreement has succeeded (for the moment at least) in settling the major areas of dispute between the two sides.



Teachers in a Malta primary school: pay rises backdated.

Brazil

Literacy scheme under fire

by Patrick Knight

Mobral, the agency set up with a fanfare in 1970 to eradicate illiteracy from Brazil by 1980, has been increasingly criticized in recent months. It is suggested that many of the 6.5m students who have been awarded certificates of literacy have done no more than attend classes. According to Mobral, the number of illiterates has dropped from 18.1m in 1970 to 12.4m in 1974 (Brazil's population is 105m) and the number of enrolled students successfully completing the five-month course has risen from 34 per cent to 41 per cent during this period.

Mobral remains hostile to having its claims checked by independent researchers, however, and the only work done has been by the agency itself. As there have been many proven instances of illiterates having been given certificates and certificate holders finding it necessary to return for a second, identical course, all Mobral's claims are now being looked at with some scepticism.

The suspicion remains that a large proportion of those who successfully complete Mobral's courses, and may have reached a certain minimum proficiency, subsequently fall back to total illiteracy, as there is no follow up.

There was a fall in registrations for courses last year to 4.7m from the 4.9m of 1973, with a decline of more than a third occurring in some states. Mobral has so far concentrated its work in urban areas.

Sweden

Young to get extra £1m

by A. C. Vaigo

Over 50 youth organizations (five of them with political affiliations), with 17,600 local branches and 1.3m members between seven and 25 years' old, are to get £1m more aid in the coming financial period.

Cash to their central activities will increase by over £600,000 to nearly £2.5m and to the local network by £390,000 to over £3.7m. Organizations will receive a fixed basic grant of £16,500 each, plus a variable sum, depending on the size of the membership. Altogether the state aid will cover 75 per cent of their expenditure.

The National Youth Council will get £150,000 for its upkeep and a further £55,000-£60,000 will be spent on sending 500 young men and women to folk high schools for two-year youth and leisure-time leadership courses.

In the recent past such courses (with 360 students) have been run on an experimental basis at 26 folk high schools and a number of shorter or combined instruction sessions (with 200 students) at several other localities. Since their results have been encouraging, the government has decided to give such training a more permanent status.

State grants to youth are not the only aid from the public purse—county councils handed out £3m in 1973 and £3.4m last year, while the communes gave youth and leisure-time interests £14.5m in 1973.

To become eligible for state grants a youth organization must have at least 3,000 members, run local branches in at least half the counties and conduct its affairs on "democratic principles".

Italy

Pessimism over £1,600m plan

from Dalbert Hallenstein

ROME

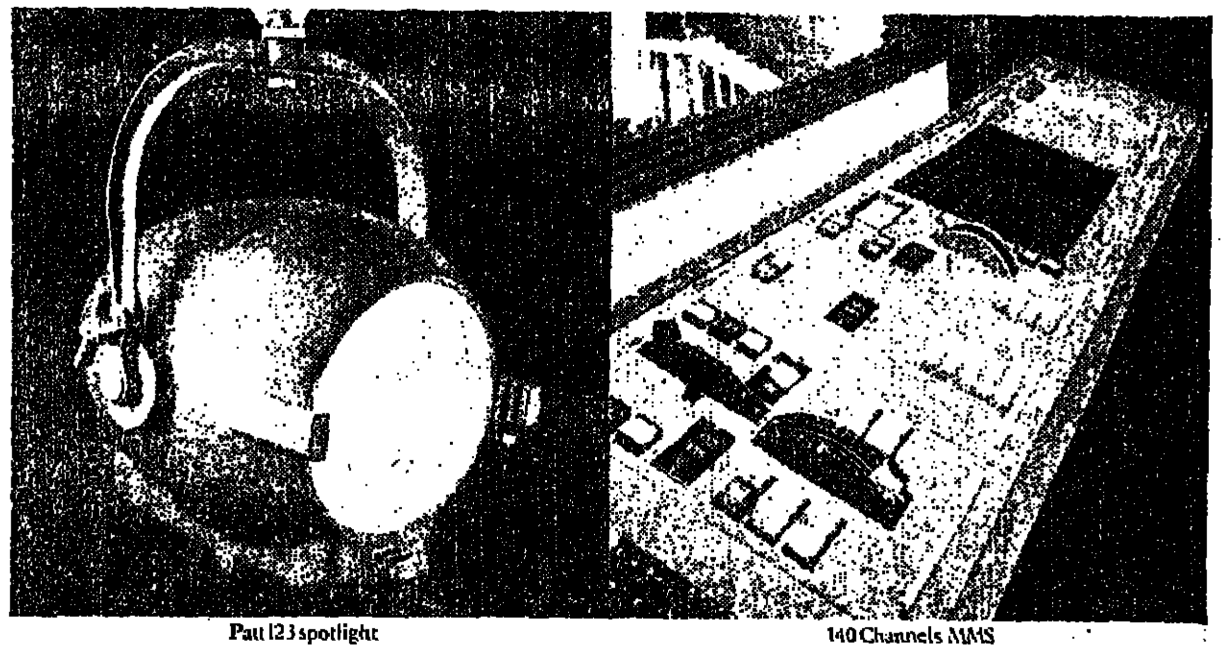
Signor Carlo Donat-Cattin, Minister of Industry and Commerce, has expressed pessimism about a government plan to spend £1,600m over the next five years on a school and university building programme.

He told me: "Although the government has allocated the money for school building as part of its plan to reactivate the depressed building industry, it has so far done nothing to bypass or reform a bureaucratic system which is guaranteed to block the initiative. It now takes 1,110 days for central, regional and municipal bureaucrats to approve the building plans for a single, state-financed apartment house. Imagine how long it takes to approve an entire school."

In fact, a recent study has shown that at least 137 committees must approve a school building plan before construction can begin.

Signor Donat-Cattin, who represents the left wing of the Christian Democratic Party and who is known as the "enfant terrible" of his party, said: "I have been trying to persuade my other ministerial colleagues to bypass the bureaucrats by placing public programmes in the hands of Italy's great industrial complexes, such as IRI (the state owned Industrial Reconstruction Institute which has built many of Italy's motorways). These are capable of spending government money for school, university and domestic building efficiently and with the minimum of delay.

"My colleagues shake their heads and say that Parliament would never approve. But so far they haven't even tried."



Patt 123 spotlight

140 Channels MMS
Victoria Palace Theatre, London.

WHATEVER KIND OF PRODUCTION YOU'RE PLANNING, WE'LL HELP YOU BRIGHTEN IT UP.

Rank Strand stage lighting ranges from a single Patt 123 spotlight to the latest in memory lighting systems.

And we've lit stages as small as the one in Shepperton Village Hall and as large as The Royal Opera House.

So whatever kind of production you're planning we can make sure that everyone sees it in a good light. With the best equipment. The best advice. And the best service.

However ambitious your production, we can supply the equipment you'll need to light it.

Our experts are always ready to give invaluable information. And our service is second to none.

If you'd like to know more about Rank Strand and how it can help you, contact us.

RANK STRAND

THE LEADING LIGHTS IN ENTERTAINMENT

Rank Strand Electric, PO Box 70, Great West Road, Brentford, Middlesex TW8 9HR. Tel: 01-568 9222.
A Division of Rank Audio Visual Limited.

Lessons from Asia

Sir,—Recently I read in an Asian newspaper an account of the fourth Black Paper written by Brian Cox and Rhodes Boyson supported by Kingsley Amis and Iris Murdoch. Why, I wondered, do they wish to postpone gainful employment until the age of 14?

That very day I had visited a factory and had seen boys and girls of nine to 13 spinning, weaving, waxing, dyeing and performing other tasks in the production of batik cloth and T shirts for the local, overseas and tourist markets. They sat close together on the ground, but they had to put up with the discomfort only from 6.30 am until noon. In the afternoon they went to their local primary school until 4.30 pm and another group who had been at school in the morning took over at the factory.

Later in the school I saw arithmetic being taught through the old drill methods. The children seemed listless, but the weather was hot and doubtless those who had their educational shift in the morning were more attentive.

I was told that in the factory the children earned about a dollar a day for six days a week. There were no holidays. This money must have saved many a family from destitution if not near starvation. There is considerable adult unemployment in the district, state welfare is not highly developed and the World Bank has just revealed that in Asia without China 415 million people in developing countries have an income of less than 50 dollars a head a year. The children's work experience thus had both economic and educational advantages.

Until last December I was a member of the ILEA inspectorate. I knew Rhodes Boyson and his Highbury school well. I could sympathise with his frustration. If only more teachers like him would enter Parliament we might hope for the repeal of some of that industrial and educational legislation which, during the past 100 years and more, has restricted the work experience of British children and has imposed an educational regime which is neither wanted by them nor of profit to the community and which is partly responsible for the critical position of Britain today.

The Black Paper pioneers may, of course, find the unions, other than their teachers' unions, intransigent at some stage but even here there are lessons to be learned in Asia.

PETER C. McINTOSH,
Professor and Director,
University of Otago,
Dunedin, New Zealand.

Hard road to new job

Sir,—D. A. Clarke's idea (August 15) of the relative honesty of heads' words as contrasted with the grow- infidelity of some assistants' verbal agreements in the matter of school appointments is not one from recent personal experience which I can accept. Heads do break their word over appointments.

However, Mr Clarke's letter also raises the point as to whether the general appointing procedure is realistic. The moment of decision for all candidates cannot be when in their interview they are asked whether in the event of being offered the post they would accept it. Equally is it realistic for the successful one to make a final acceptance on the spot without consulting his family, exploring the area or perhaps thinking over his impressions of the school?

Surely the taking of such an important decision as a new appointment, change of house, etc, deserves a proper allowance of time for consideration, and the cases that Mr Clarke refers to may be the result of the appointing system as a whole not giving this.

N. J. WICKHAM,
1 New Road,
Sindlesham,
Wokingham, Berkshire.

Plums still going to the head's whizz-kids

Sir,—It is surely now an urgent matter to review the question of senior teacher positions in our schools. Whatever the specific nature of the small print in our salary agreements, the introduction of this category was sold to the teaching profession as a way of putting right an injustice, of rewarding elderly teachers who fulfilled a vital rôle in school life and who had no prospect of further promotion before retirement.

The idea has proved to be highly unsatisfactory in practice because of the lack of real constraints upon heads to use their discretion in the spirit of the original intention. A large and significant minority of heads have used the discretion conceded them by authorities and boards of governors to make these appointments an extension of their patronage. Instead of reserving these posts for senior members, they have dispensed them as dollops of cream to ambitious juveniles, to whizz-kid heads of department, willing to relieve the head or his deputies of some administrative chore such as timetabling, curriculum management, administration of examinations, etc.

In large comprehensive schools, the weight of these responsibilities is considerable and rarely compatible with carrying the burden of a large department at the same time. As a consequence of this sort of situation, the deputies tend to move a step further towards the sinecure some of them are dreaming of, while the quality of administration declines.

Notwithstanding our repugnance for the whizz-kiddery, there may, of course, be a real need for some intermediate category, half-teacher, half-administrator, between deputies and heads of departments. But this must be put on a solid and reasoned basis. And, meanwhile, should not the people for whom the senior teacher position was first intended receive some kind of consideration?

E. P. WOOLSEY.
23 Westway,
Cotgrave, Nottingham.

When the cream has been skimmed

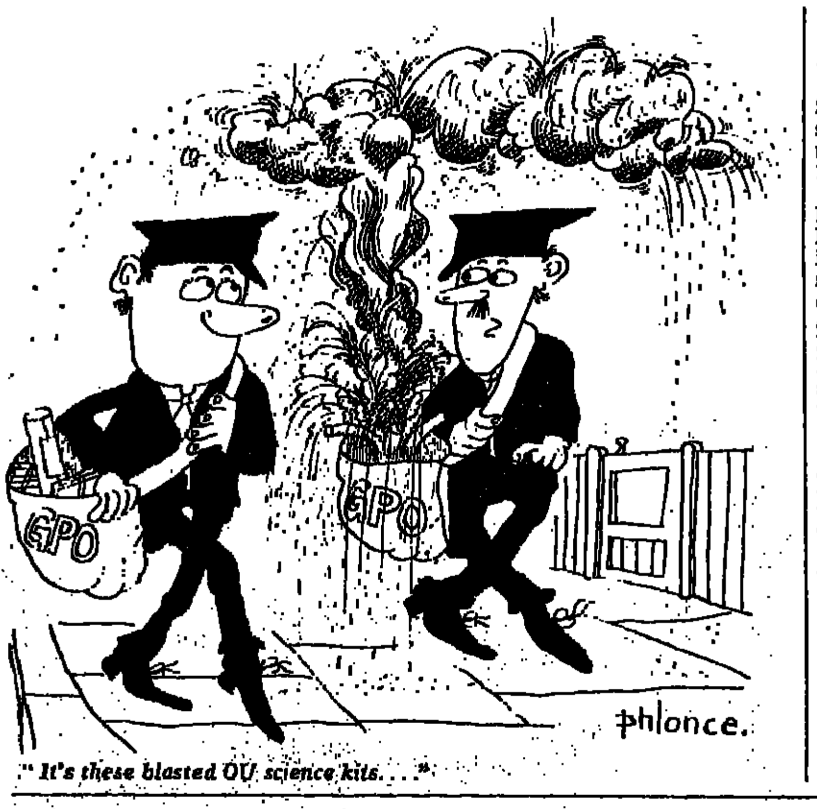
Sir,—I must protest at the way Mr Spedding (August 8) has used the latest DES examination statistics to belittle the performance of our comprehensives. Not only has he ignored the fact that comprehensives tend, for historical reasons, to be concentrated in the inner cities, where academic achievement is traditionally lower than elsewhere, but also he clearly cannot appreciate how creaming can make nonsense of any attempt to compare the results of comprehensives with the "selective system".

Creaming not only depresses comprehensive performance, as Mr Spedding concedes, but has a double effect in that it also boosts the selective system statistics. This may not be too serious where comprehensives exist within a selective system containing both grammar and secondary modern schools in reasonable proportion but in the case of coexistence, where authorities maintain only grammar and comprehensive schools, comparisons such as he has tried to make become impossible.

Because the results of such grammar schools are included in the national grammar school statistics used by him to calculate the performance of the "selective system", and because there are no secondary moderns involved, his comparison, as far as areas practising coexistence are concerned, is a straight one between grammar schools and the comprehensives they cream, from which the latter must emerge a poor second.

As many authorities now maintain such systems in varying degrees of purity (eg, Southampton, with one grammar but no secondary modern schools, and London which still has moderns, but not enough to balance its grammar schools), Mr Spedding's comparisons must be so grossly distorted in favour of the "selective system" as to be worthless.

PAUL SANDERSON.
Mayford, Woking, Surrey.



" It's these blasted OU science kits. . . "

Bats in the bookshop

Sir,—Returning from holiday I stumble upon your headline "Commercial bookshops 'lousy'" (July 18).

The reported quotation is from Mr Peter Kennerley's address to a London meeting of those interested in school bookshops. If Mr Kennerley were living within 50 miles of The Red House (my approximate customer radius), I would lead him by the nose and, possibly lunching him beforehand, require him to recant publicly on his knees amid my regular Saturday customers.

But ribaldry aside, the sudden universal cry for a bookshop in every school throughout the land is clearly not to be brooked. But before the crusaders persuade every bookseller (and here one must presumably exclude the average and lousy who will decline the call to arms) to disperse his shop stock piecemeal among the surrounding schools, could I state the following criteria for setting up a stock-holding bookshop in the school based on my own painful experience:

The minimum pupil base to support a school bookshop would be about 1,000. Thus we are talking almost exclusively about the larger middle and secondary school.

Viable bookshops may exist in smaller schools: if they do, it is almost entirely due to the energies of the teacher concerned.

The bookseller's role is to provide stock. And in this he is vulnerable on three counts: capital cost, depreciation and pilfering.

In my experience, the stock-holding school bookshop far from having a universal application is severely limited for the above reasons; and that the most effective method of reaching children in the schools is by mail order.

Following the pioneer work of Scholastic Publications, a group of 10 booksellers now offer nationwide through the Puffin School Book Club a regular choice of some 50 Puffins by this method.

After only two years, we now serve half a million children. Not too bad, Mr Kennerley?

JOHN SKINNER, Editor,
The Puffin School Book Club.
The Red House,
42 High Street, Thame, Oxfordshire.

Bangs and botheration on the way to nothingness

Sir,—I recently attended a course given by the Schools Council project on "Music in the Secondary School Curriculum". The message was that traditional music teaching must give way to new thinking if music is to survive as a subject in schools. We were told that something must be done urgently, as most pupils found music both useless and boring.

The aims of the Schools Council project are diffuse and I would not wish to give a detailed account here, but broadly, their authors propose to get away from the classics, away from conventional notation and dry study. In their place they suggest that the teacher should devise ways of allowing the pupil to express himself through sound, rather as he does through tactile and visual media in the art-room. Any sound should be viewed artistically and anything that can make a noise should be regarded as an instrument for music-making.

Attractive games can be devised to capture and hold the interest of the pupils, and as a result, they are able to express themselves quite effectively in aural terms. To demonstrate this, we were formed into groups and given squares of card on which were printed coloured shapes. We had to interpret these signs and prepare a performance on conventional instruments and by banging on cardboard boxes, etc. This would increase our aural awareness. Our mentors explained that with this increased sensitivity a child should reach a stage where he could "play" a view out of the window.

I can see some value in this as a *divertissement* but not as a way of life for music teachers, and if I were forced to make a statement about the emperor, I would say that by and large, he was without clothes. Indeed, I find it frightening that I have to write to defend what, in my view, are the normal standards of study in a school against a philosophy of instant results and gratification which must lead to nothing, since the pupils will be given neither skill nor understanding in the art of music.

The fact that many children find music useless and boring should warn us against complacency. Obviously we should utilize new ideas where they enhance the genuine study of the subject; but equally obviously, we should beware of clutching at the first straw that floats our way. Music is a specialist field, but I have found that it can be made available to all in a meaningful way largely through the classroom orchestra.

The reaction of others in the profession both to the Schools Council project and to my own articles lends support to my view. I would strongly urge music teachers to resist the temptation to water down or abandon the essentials of the subject—order, and well-based artistic judgment being among them.

The advocates of the new "aural awareness" seem to be lecturers, researchers and advisers. I would be most interested to know if many practising music teachers give it their wholehearted support as well.

WILLIAM SALAMAN,
Director of Music,
Ferndown Upper School,
Dorset.

Danger in splitting 'education' away from 'training'

Sir,—I wish to record my general agreement with the concern expressed in the article "He who pays the piper" (August 8).

The Association for Liberal Education recognized the danger in the split between "education" centred on the DES and "training" based on the Department of Employment and its many agencies. In the early 1960s the association expressed its concern that the (then proposed) industrial training boards were to be answerable to the Ministry of Labour (as it then was) and not the major Department of State responsible for Education.

At its recent conference my association came back to this theme, and passed (nem. con.) a resolution which, among other things, urged the Prime Minister to reorganise the two elements of education and training under one department of state. We believe that this would be a major step towards the establishment of a truly comprehensive education for the 16 plus.

In passing this resolution our conference was particularly thinking about the 60 per cent of young people who receive no further education at all. We were too, as consciously, thinking that such a restructuring would best serve the essential retraining needs this country faces. Retraining, many of us feel, is sometimes equated with that other need, re-tooling and re-equipping industry to meet the challenge our present economic position places us in. But we cannot accept this; in retraining we are dealing with persons and would emphasise that the need for a liberal approach to training and retraining should be carried out in the spirit of Circular 323, "Liberal Education in Technical Colleges".

My association, aware of these dangers, issued a policy statement in 1973 on the implementation of TOP's courses: in it we warned that the present pattern of courses neglected "a great opportunity to help people to adapt psychologically and educationally to the emotional strain of having to adjust to changes in employment which society has in many cases forced on them".

Training and education are too closely interwoven to be separated. There is need for more investment in FE (not less) but I would certainly agree with your writer, who concluded his article with a plea to establish "common objectives". My association would take that as saying, in another way, that we want one body to control education and training for those who have left.

I. WILLIAMS,
Chairman,
Association for Liberal Education.

Trapped in the wrong holes

Sir,—Bob Doe's report on the international conference on physics education (August 8) has prompted me to offer a comment on curriculum innovation.

During the past 20 years physics teaching has changed from tincan and string investigations, where teacher and taught required all the imagination and creativity they could muster, to the flashy black box affair where the main preoccupation has more to do with keeping a circus operational than with what the pupils learn.

As teachers, perhaps naively, we have tended to accept the philosophical and psychological judgments of those who have set themselves up as experts in science education. We have worked hard to make the courses they have devised successful. We cannot be accused of complacency if this conclusion can be drawn from the high attendance at courses and conferences in this area, but many would agree with Professor Bondi's view that new courses are irrelevant when they do not appeal to the young.

Dr de Bono has characterized an expert as a hole digger. The wider and deeper the hole, the more expert he is. It would seem that our curriculum innovators have dug some very deep holes and only recently have their restless excavations been disturbed long enough for them to climb back over the mass of redundant apparatus to peer over the edge to find, perhaps to their dismay, that the world did not stand still long enough.

Our youngsters now are being given the opportunity to "vote with their feet" for not all heads agree that science makes sufficient contribution to education to justify its inclusion as a "core" subject in the school curriculum. Soon it may even be difficult adequately to fill our plush new laboratories.

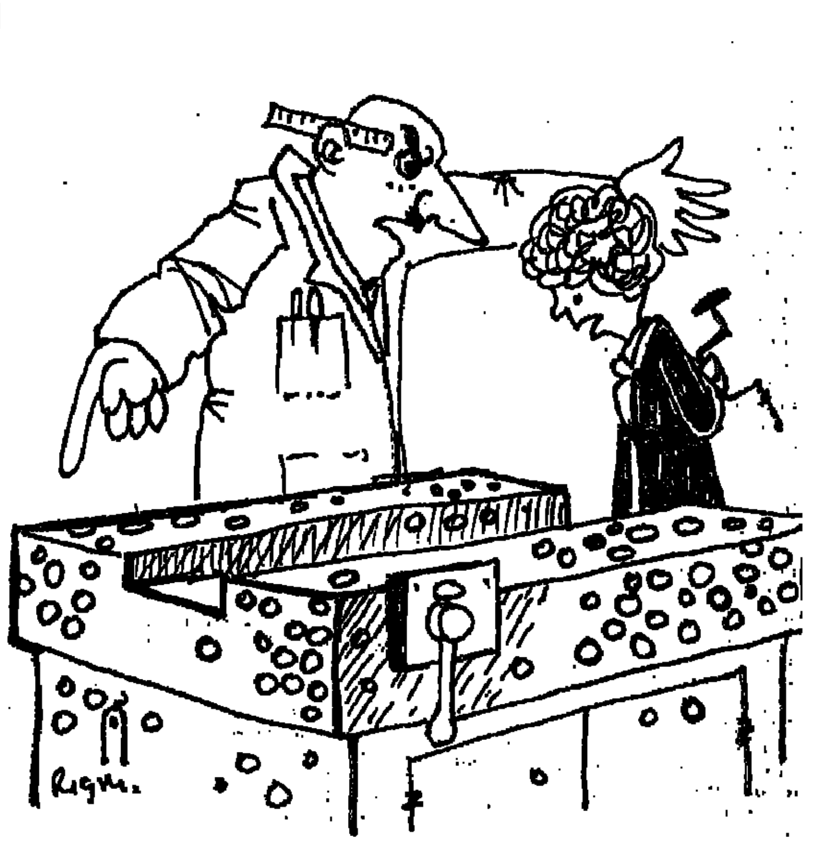
Professor Bondi is also reported to have said that many people see science as "a cold, factual, inhuman, impersonal subject". Is not that just what our pupils are taught? Who has time to discuss with them last night's *Horizon* contribution when they still have yet to master Hooke's Law? When perhaps the child's most persistent attitudes are being formulated, his concept of science has more to do with *Star Trek* and Captain Kirk than Isaac Newton and his laws of motion. Is it surprising that they come to accept the "reality" of science as boring and a trivial pretence?

The time may have come for the innovators to be hoisted out of their holes to try a few pilot drillings on other sites. We know well enough now that what we think is interesting and relevant has little meaning for most of our pupils. Is there anything to be learned from other curriculum developments? Why is there an apparent upsurge of interest in sociology? Are they using better teaching methods or is it the subject matter? Has SCISP, which included in its objectives a social component, had any greater success in attracting customers? Has the concept of "academic excellence" and its disproportional influence on the curriculum, had any significant effect on the quality of the product?

There are so many holes to be dug. Many of us without the time and tools to dig our own pit of knowledge are ready to jump into any hole to find some answers. We may be in grave danger of being buried alive.

We are now led to believe that after the turbulence and uncertainties of so many concurrent innovations, we are to pass through a period of stabilization but when we have consolidated and the calm descends, shall we find it is because all the troops have deserted?

COLIN DENGATE,
10 Lonefield,
Shadoxhurst,
Ashford, Kent.



"Yes, I did it, Sir. I didn't mean to, but the lesson was so boring."

Reluctant writers

Sir,—Colin MacInnes's "Bourgeois form for a bourgeois audience?" (August 1) was a perceptive examination but seems to have ignored two important points.

He writes that "the theatre, films, television and variety . . . make a more immediate appeal to writers with a working-class background" and suggests that "part of the reluctance to tackle a novel" might be "less due to invented cultural prohibitions than to a good dose of philistine sloth". Mr MacInnes goes on "If so, it does not seem to me good enough to blame the poverty of the English working-class novel on all the imagined obstacles to creating it."

Unfortunately, he deals with these so-called "imagined obstacles" with a sleight of hand. Working-class authors brought up in areas where dialect prevails are faced with the inevitable difficulties of communication if they are to remain true to their locality. What is alive and rich in an oral tradition easily becomes flat on the printed page, difficult for an outsider to understand.

The problem of the writer who would use a working-class community (particularly an old working-class community, where roots go deep) for his setting is the problem of every writer: the questions of form and technique. Social realism is indeed dead—who needs it these days? And even if a new genius were to arise who could transform the nature of the working-class novel, one doubts whether any publisher would be sufficiently enterprising to give him the necessary support. In all likelihood, his product would be destined for a dusty bottom drawer. Working-class writers do not have the satisfaction of a literary agent with a flat in Belgravia.

Mr MacInnes is, of course, quite right in his argument that an author has to assimilate the group about which he will write, but the implication is that a new dedication to literature is needed on the part of the would-be working-class author, whether or not the writer is from that sphere of society. That dedication is certainly unlikely to bring with it recognition, and only the most fortunate could even hope to have his work brought to public notice. (Some well-known publishers are refusing to read the manuscripts of unknown writers these days.)

There must be countless young writers who, having worked on novels for several years, would have benefited from some slight encouragement, and who, finding this lacking, have finally given up the struggle in favour of a lucrative script-writing job. This is not "philistine sloth". Only a handful of "greats" have had the demotic power to gamble a lifetime on their work without having some outside support (spiritual or financial).

The argument that the novel is a "bourgeois form for bourgeois readers" can be countered by naming some of those who, having written novels and either decided they were unsatisfactory or allowed a publisher to decide that for them, have opted for other media. Harold Pinter is among these, as is the late Joe Orton. Joe Orton's novel, *Head to Toe*, though not "working-class" in any *genre* sense, was not published until after his death, even though he and Kenneth Halliwell were fortunate enough to make contact with agents and publishers.

Pinter and Orton, both with dramatic experience, were successful in the theatre. How many others, taking up a job as a bank clerk or self-employed scrap merchant, simply gave up the ghost? If Mr MacInnes takes a look at the sad life of a West Midland writer, John Petty, he may find more realistic reasons why the working-class novelist is not the force he might be.

May I suggest that an enterprising publisher, through the media, advertises a competition with a £1,000 first prize for the best working-class novel, plus publication. I think we would then see a great deal of activity.

L. E. WEBSTER,
c/o 48 Marshall Road,
Warley,
Sandwell, West Midlands.

Youth in isolation

Sir,—If ever there was a case for only concentrating on the conclusion of an essay to grasp the salient points, Kenneth Lindsay (August 1) was a classic example.

Through experience, especially during the past three years, the Jewish community which our agency serves has provided the opportunities to reappraise our work. This community, at one time an innovator in youth service, has not in recent years shown, in general terms, significant progress.

One investigation that we sponsored which looked particularly at our own organization emphasized the submerging of objectives into targets. To rectify this in practice means a return to understanding basic community needs and having the professional skills to enable those needs to be met especially by developing resources within the community.

Youth service as we have discovered cannot be in isolation, in fact it must be part of an overall community plan. As Mr Lindsay says there are models which exist and have been tested successfully. Can these models be used in other situations and the resources redeployed? A survey of job opportunities in yours and other journals shows that unfortunately this is not the case.

STEPHEN CHELMS,
West Central Jewish Centre,
23 Hand Court, London WC1.

What's so different about the New Lindy BALL POINT PEN?

It's the World's first wash-off ball point pen!

Yes — we've done it at last — the greatest writing breakthrough since the invention of the ball point itself. THE LINDY WASH-OFF BALL POINT — it uses a totally new blue ink which can be completely and easily removed from clothing [illegible] simply by washing. No more inky overalls, stained shirts or dirty fingers — Lindy Ball Pens have cleaned up the writing scene once and for all.

The Lindy Magic Remover too!
Each Lindy pen comes complete with it's companion the Lindy Remover in a double pack. An instant remover that makes neat alterations and deletions in one stroke. Can also remove blue fountain pen ink.

Fun for the kids too — it makes a super secret writing set and there's hours of fun to be had.

LINDY Ball Pen washes out of clothes and material without fuss or staining.

Use the magic remover as a secret spy writer — scribble over it with the pen and your message shows through.

When you make a mistake with Lindy

Simply delete with the Lindy remover.

Lindy

For full details contact:
McLean & Guddeford Limited,
P.O.Box 9, Camberley, Surrey
GU16 6RF
Telephone: Camberley 23688

Plus the LINDY MAGIC REMOVER — completely erases all trace of Lindy Ball Pen and blue ink from hands clothes etc — makes a wonderful secret writing set for the kids

In brief

Revolution needed

Britain needs an educational revolution to avoid the prospect of being one of the poorest countries in Western Europe in the 1980s, says Correlli Barnett, the historian, in a booklet, *The Human factor and British Industrial Decline* (25p) issued by the Working Together Campaign. He criticizes public school life as "teaching people to conform and accept while discouraging the qualities needed in a leading industrial nation" and "the fatal complacency of the self-taught practical man in industry" while Britain's rivals have adopted a much more sophisticated approach based on applied science and on thorough education and training at all levels.

Diving certificates

The Training Services Agency are to introduce a national system of certification for trainee divers in consultation with the diving industry and other interested organizations. Training grants will be available.

Girl engineers

The Caroline Haslett Memorial Trust (Electrical Section) offers a number of scholarships of £100 a year to girls who are expecting to follow a university course in 1976 in engineering, mathematics or physical sciences.

Day care centre

The Fairways day centre, in Knowle Green, Staines, which will be opened on September 19th, will offer day care and rehabilitation to physically and mentally handicapped. Similar centres are to be opened by Surrey County Council in Guildford and Reigate.

Careers in accountancy

Two leaflets aimed at encouraging girls to take up accountancy as a career are being issued by the Association of Certified Accountants. They are *The Career of Equal Opportunity 1975/76* and *Graduates should you be certified?*

Courses for adults

Keele University leisure time courses for adults, including over-40s and the physically handicapped, are listed in *Your University*, a broadsheet published by the university's department of adult education.

Careers for dancers

A five-month course which begins at the Royal Academy of Dancing's headquarters, Battersea, London, on Monday, has been specially designed to help ex-professional dancers to take up teaching careers.

Making changes

Michigan State University is offering a course, "Effecting change in organizations", to educators and others working on advanced degrees at the American School in London, 2-8 Loudoun Road, St John's Wood, NW8, on Mondays and Tuesdays from September 15 to October 16.

Closed, but . . .

Although the Geffrye Museum will be closed to the public until September 16 the telephone (01-739 8368) will be manned. Inquiries will continue to be dealt with and school bookings can be made for the autumn term.

FE in the Midlands

The West Midlands Advisory Council for Further Education have published a *Directory of institutions and courses in technology, commerce, art and agriculture* in their region as well as a *Bulletin of Advanced Courses*. Copies are available from Pitman Buildings, 161 Corporation Street, Birmingham B4 6FS.

Communication skills

Putney College for Further Education is to provide an intensive course for hospital doctors from October 11 to 19 covering the specialised communication skills required in interviews with patients.

Community schools

The Community Concept: New approaches to school management in eight local education authorities, published by Councils and Education Press at 50p, is an examination of how the community school is functioning at the grass roots.

O level Gaelic

Scottish O-level Gaelic is included for the first time in the *Guide to Courses 1975-76* published by the National Extension College, Cambridge.

COURSES

CAMBRIDGE INSTITUTE OF EDUCATION
POLITICAL EDUCATION
IN THEORY AND IN PRACTICE
University of Essex 2-4 January, 1976
Course Director . Alex Porter. Curriculum Development Officer
A Programme for Political Education (Chairman : Professor Bernard Crick)

The Course is designed for teachers of various subjects in the 14-19 age range in Secondary Schools and Further Education who are interested in Political Education. The intention will be to consider the aims and objectives of Political Education. It will be concerned with the improvement of teaching methods to fulfil those objectives at various levels and in various curricular contexts.
Further details are available from the Courses Officer, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX (telephone Cambridge (0223) 60231, to whom applications should be returned by Monday 27 October.

How to talk to
600,000 people
every week
Advertise in
The Times
Educational
Supplement
Call our advertisement
department—
01-837 1234

EXPERT HOME TUITION FOR
G·C·E
and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship. Teachers' Refresher Courses)
Our exclusive methods of Home Study have brought over 240,000 examination successes, many first places. As every course is complete in itself no textbooks are required.
FREE 100-PAGE BOOK
Send now for a free copy of "Your Career", packed with vital facts on a successful career.
THE RAPID RESULTS COLLEGE
DEP HF6 TUITION HOUSE
LONDON SW19 4DS. Tel. 01-947 7272
24-hour Recording Service—01-946 1102
(prospectus only)
Accredited by The Council for the Accreditation of Correspondence Colleges

Sport

Last 40 play for tennis honours

by Stanley Levenson

There is a high quality look about the finalists in the English section of the Nestlé's schools tennis tournament to be contested at Queen's Club, London, next Thursday and Friday. At least 12 of the 40 were playing in the Green Shield Junior hard court championships of Great Britain at Wimbledon, this week.

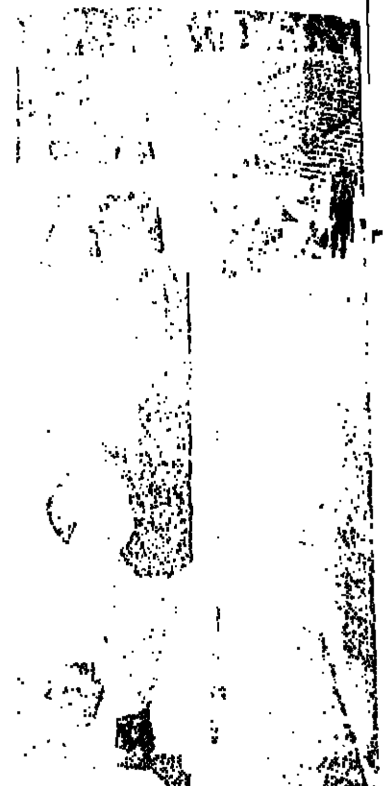
This will have prepared them well for the climax of the Nestlé's competition, the world's largest, which began earlier in the summer with well over 30,000 entries.

Those who will switch from Wimbledon to Queen's include Bruce Young (Magdalen College School, Oxford), whose schoolmate, Bill Gowans, won the overall title last year; Christopher Godwin, of Buckhurst Hill County High School; Harvey Becker, of Orange Hill Senior High School, Edgware; Graham Tallon, of Chesham High School; Mark Periton, of St Boniface College, Plymouth; Jeremy Dier, of Brighton Hove and Sussex Grammar School; Ian Robinson, of Elizabeth College, Guernsey.

Girls doing the Wimbledon Queen's double are Melanie Smith, Portland House School, Leicester; Julia Tingey, Millfield School; Linda Roper, Lawnswood School, Leeds; Paula Cummins, Kesteven and Grantham Girls' School; Jacqueline Matthews, Torquay Girls' Grammar School.

On the following day the English winners meet the victors of the Irish, Scottish and Welsh sections to do battle for the international Nestlé's title. In three days of concentrated tennis the eventual winners could play as many as 11 rounds, which is rather more than Arthur Ashe and Billie Jean King did when they won Wimbledon.

The massive Nestlé tournament has been a profitable source of talent for the senior ranks. Gowans, last year's winner, Michele Tyler, and Kenneth Revie, previous champions, and others have made, or will make, their marks in the wider world of tennis.



Jim Anderson, Chislehurst and Sidcup Grammar School, using the new SaBem glass vaulting pole which has been developed by Alan Neuff, senior coach of the British Amateur Athletic Board.

Horses in the curriculum

There could be no better way of spending ratepayers' money than on introducing children to horses, Lord John Oaksey told a meeting of teachers and children—all members of the London Schools Horse Society—at County Hall recently.

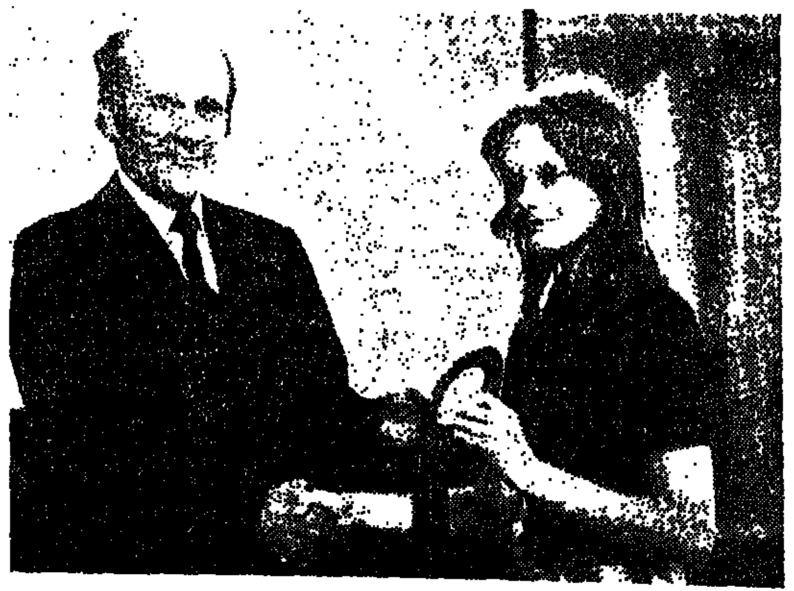
The horse, he said, induced self-discipline, thoughtfulness, care for others, thoroughness and the will to learn in those associated with it.

Lord Oaksey, former champion amateur jockey, said it was excellent that children in 109 ILEA schools now had the opportunity to ride and learn stable management.

During the past 11 years there had been a steady trickle of boys and girls from London schools into all aspects of work with horses from teaching or working in riding schools to looking after good event horses or becoming jockeys.

Films were used to illustrate points of technique or tactics.

Questions ranged from the atmosphere in the "weighing room" to the recent stable lads' dispute at Newmarket: to use of the whip and whether horses enjoyed steeplechasing. "Horses would not be in the Grand National if they did not love jumping", said Lord Oaksey.



Helen Lawler, of Notre Dame School, Battersea, presents an extra large London Schools' House Society rosette to Lord Oaksey.

Back—with the medals

A team of teenage trampolinists have returned to Britain from the Third World age group championship in Toronto with three bronze medals.

The team—four boys and four girls, aged between 15 and 18, was led by Mrs Hazel Benn, treasurer of the English Schools Trampoline Association, who this month takes over as head of the physical education department at Ladywood Comprehensive, Birmingham.

The championship, organized by the Ontario Trampoline Association, attracted 223 competitors from the United States, Canada, South Africa and Britain.

The trip, which was arranged by the British Federation of Trampolinists, was sponsored by the Nissen International Trampoline Company, of Essex.

This is the second time that Mrs Benn has lead a team of young trampolinists to a world championship. In July last year she took a team to San Francisco from Binley Park Comprehensive, Coventry. That team won two gold medals.

The Binley Park girls, who have dominated the British ladies' trampolining scene for seven years, could not make the trip to Toronto because of lack of funds. The school is saving money to buy modern equipment.

Magistrates can close grounds against hooligans

From this week magistrates' courts will be able to close or restrict the use of a sports ground if a local authority satisfies them that there is a serious risk to spectators' safety.

They will have this new emergency power under the Safety of Sports Grounds Act which came into force on Monday. The Act will enable local authorities to exercise, if necessary, the power to enter and inspect sports grounds.

If they consider that the risk to spectators is extremely serious, they can apply to the magistrates' court for an order prohibiting or restricting admission to the ground until the risk has been reduced to a reasonable level.

A sports ground is defined as "any place where sports or other competitive activities take place in the open air and where accommodation has been provided for spectators, consisting of artificial structures or of natural structures artificially modified for the purpose".

Most of the Act—under which designated stadiums will require a safety certificate—will not apply until the first designation order has been made.

Ministers have announced that the first stadiums to be designated will be the international football grounds, the grounds of the English First and Second Division football clubs and the grounds of the Scottish Premier Division football clubs.

Before designating any stadium the Home Secretary is under a statutory duty to consult those concerned. The necessary consultations with local authorities, the football interests and other bodies will begin as soon as possible.

The Safety of Sports Grounds Act, which received Royal Assent on August 1, implements the main recommendations made by Lord Wheatley in his report following the serious accident at Ibrox Park football ground in 1971 when 66 people died and over 140 were injured.

Exams and examining boards 20/21
New poetry anthologies 22
Books: Europe 2000; children in court; Margaret Thatcher; technology texts 23/25
26/27 Resources; simulations; history
28 Talkback: pavement library; in-service education: drama therapy

How free should teachers be?

Maurice Kogan looks into the vexed question of teacher accountability

Teacher accountability is now a key issue. It partly arises because resources are tight, but the longstanding question is whether professionals can be free and yet accountable to the society which makes their work possible.

The status of professionals and their ability to work well do not depend on freedom from scrutiny. The freest professionals are university academics, judges and doctors. Academics have their written work reviewed, and scholarly reputations are in the public domain. Even the judges who are so independent can have every word subjected to the scrutinies of review and appeal. Although doctors seem to be impervious to outside scrutiny, they can be sued in law when they are negligent, or disciplined by a statutorily backed system when they behave improperly. There are cases, too, of doctors being quietly removed from the National Health Service if they are palpably unfit for duty. Teachers are only subject to any of this kind of control in cases of severe misconduct, and this hardly ever touches on incompetence.

The issues are best illustrated by reference to the different perceptions of the purposes of comprehensive education. The first model assumes that children ought to be educated together because it will enhance a sense of community, that it is socially unjust and divisive that superficial differences should be licensed by the schools, and children thus labelled or classified. Knowledge and experience are a unity which all children can beneficially share, while developing their own individual interests. The second model assumes that children are entitled to get what they individually want and need out of the schools, and they and their parents have a right to set up the *à la carte* menu with the teachers.

These are important issues for parents, but they would find it difficult to know what teachers intend to provide in secondary education, and how parents might question that which they don't like. This is all the more difficult if the social cohesion argument leads to the creation of community schools, so that actual choice is limited.

If many teachers are confident that integrated studies, non-streaming, and other socially cohesive forms of activity will give every pupil what they need and want, these outcomes of a comprehensive system have not been analysed and declared. How can this happen? What is the psychological and moral stance to be expected of teachers in this situation?

There is a technological basis for regarding the teacher as a professional with whom the discretion over the promotion of learning and teaching must ultimately rest. Good education depends primarily upon intuitive artistry built up on refined experience. Teachers have to carry with them stocks of knowledge and of skill, but these only become activated through work between them and the pupils. The process is hardly analysable and barely describable, and therein lies the main difficulty.

All would be well if we could follow some of the more nihilistic assumptions about school, first developed in the 1920s in Germany and since carried through to the free schooling movement. If the prime function of school was to strengthen individuals against the community or the state, to stimulate informed criticism and change rather than cohesion and solidarity, there would be no real difficulties of accountability. The accountability would be, at most, to the individual child, brought up "artistically" within the frame of reference established with the teacher, rather than within a more general social framework.

But the school system does, and should, concern itself with the opposite assumptions. It has to look at the question of how people have learned to, and can learn to, hold together. The teacher is both an individual artist and a social agent or a mediator of public goods.

So teachers are largely free to do their own thing, as long as that thing is made explicit. Yet in the last resort, teachers' activities are difficult to monitor—and monitoring is thought to be a bad notion for artistic activity, though most artists would expect to be judged by their market. But making explicit the use to which freedom is put makes it possible for society to know what it is buying when it sanctions professionalism.

Take the way the teaching of English changed in the 1950s and 1960s. Teachers maintain that a process of pupil teacher interaction, in which pupils' feelings provide a surge of energy and creativity upon which good English work can be based, is the right process of learning. Structure and impersonal language come more easily when relevance and feeling are starting points. These educational assumptions reinforce the professional artist concept of the teacher, but the underlying intuitions are not made explicit.

For example, in this interaction, what are the values that the teacher introduces to the process? They cannot all be pupil-generated values. What is the structure brought in by the teacher through the spoken word? No competent teacher approaches a learning relationship without pre-structuring the likely outcomes. Is the pupil's social context the only source of learning? If so, how can pupils learn about alternative societies or alternative modes of expression? At what point do their subjective and personal feelings become objective? At which point, indeed, do they even learn the value of objective language and thought.

If this type of question were applied to teachers, accountability—as well as better professional standards—would become more certain. To know the assumptions underlying a teacher's interaction with children need not lead to some hollow estimate of the child's potential increase in life earnings. If teachers stated the values leading their working, those statements could be related to some of the more obvious indices of educational gain—such as the type of material that the children seem able to master, the sort of creative output which they are capable of developing, as well as the more obvious skills which we all need. This analysis would begin to satisfy the needs of a pluralistic and democratic society.

The accountability issue ties up with that of evaluation Many people working in this field assume that evaluation best starts with the teacher's concept of what he or she is doing and what they ought to do, rather than with some externally imposed concept of outputs.

This is the way into the central issue of social policy. We cannot establish common units of reckoning between different desirable ends. It is impossible for society to make a calculated or "accurate" choice between mending broken arms, and looking after the old or the mentally ill, which does more than count the number of working days lost by broken arms. There is no single unit of measurement, which can be aggregated for the effects of loneliness and of physical discomfort. Nor is there a single unit of measurement which can aggregate reading skills with personal security and individual development.

The values at work in education are complex. To state them for accountability purposes in terms of money, price benefits and costs, catches only a few of the points. But there is, as yet, no alternative way which demonstrates complexity. Work on this is badly needed, not only in education but also in health, social services and housing. This does not dismiss the usefulness of traditional methods. Attempts at cost benefit analysis, or evaluation through, say, reading surveys alone, are rightly criticized as being too narrow. But the effect of schooling on skill competence is not a trivial issue.

Reading comprehension surveys were, indeed, welcomed by the schools until uncertainties about the level of attainment crept in in the late 1960s. To say that the questions asked relate to too narrow criteria does not mean that they should not be answered. The ratepayer and Treasury mentality is a legitimate dimension of social concern.

Given the freedom that teachers have and that a statement of values does not of itself impose constraints on the values being put over, the question of relationships with parents, governing bodies, pupils and the local authorities becomes urgent. If teachers should be accountable for interpreting social expectations, how should they perform that task, and what happens if they fail the individual children, or the communities, or the larger society which sanctions their work?

The concept of the school as an autonomous gathering in which teaching is a form of private worship is not a democratic concept. It is also an inefficient concept, since well-protected schools are unlikely to offer pupils the full variety of experiences to which they are entitled.

In the last resort, therefore, governing and managing bodies and the local authorities must be responsible for ensuring that the quality of work being offered is adequate and that the content created by teachers is, at a minimum, responsive to what the more general society needs. The balance of power will always rest with the teachers, who are the full-time professionals with immediate access to the resources, including their own time. And that is how it should be.

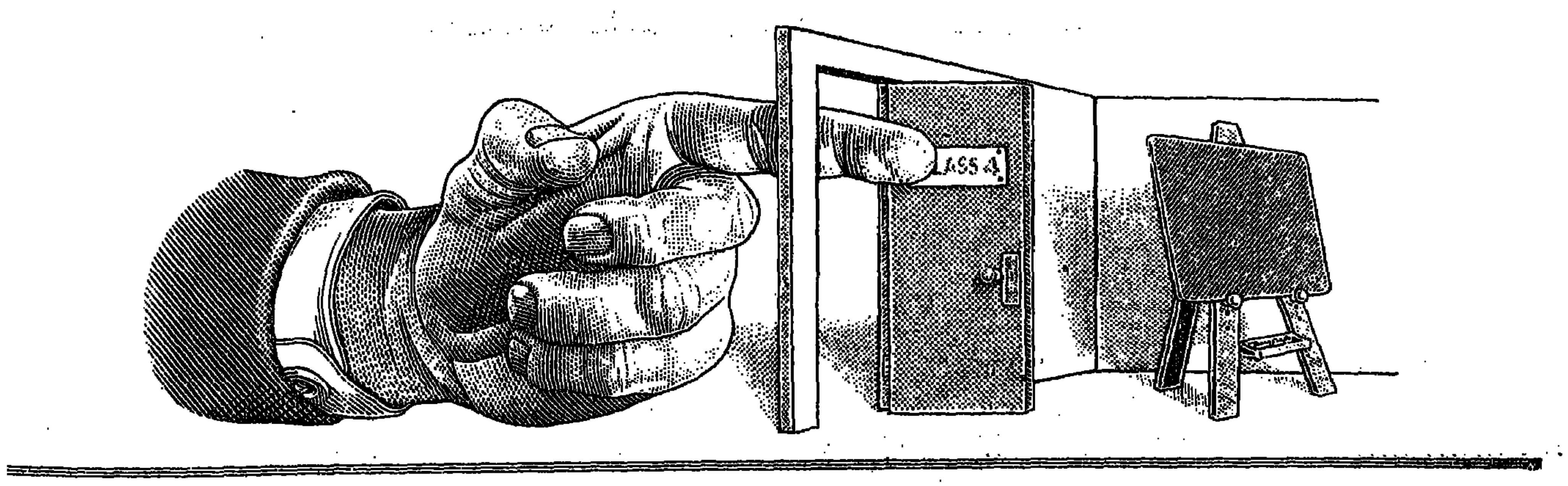
But it is time that the limits of teachers' power were brought into the open. For this to happen a few specific issues need to be tackled. For a start, schools ought to state what their educational policies are. This would mean not only a general statement of objectives, but more specific details of curriculum and internal organization. The statement would be created and implemented by the staff, but actively discussed and tested by governors.

Second, questions of content and quality should be discussable by governors, and capable of action by local authorities if anything approaching negligence were evident. This is now possible in virtually every other social service area; education, like health, has got off lightly in terms of the powers of the different kinds of Ombudsmen.

Finally, it should be possible to open up the whole question of tenure and probation for teachers in schools, polytechnics and universities, while safeguarding teachers up to the hilt against oppressive or prejudiced management.

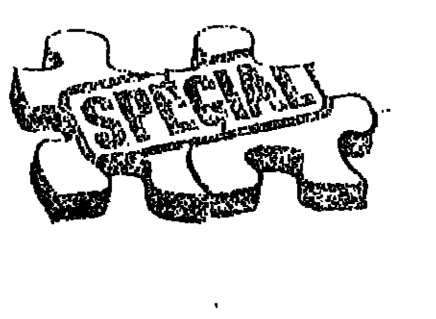
No advocate of lifelong tenure has yet shown how the public can bring to account the idle or negligent teacher. Failure to promote leaves such teachers doing damage in the classroom. Reducing tenure to five or seven-year contracts, to be renewable except where work was poor, would not harm the vast majority. And it would make for stronger accountability.

Maurice Kogan is professor of government studies at Brunel University. This article is based on part of a paper given at the Third Standing Conference on Curriculum Studies at the University of East Anglia in April. The conference proceedings will be published by Ward Lock as "Initiatives and Response".



[illegible] من الأعمال

Prospects for examinations



The TES investigates the power and influence of the examining boards, and looks at possible changes in the system

The peculiar pattern of English and Welsh GCE boards is rather like the rolling English road—no one but an inebriate could possibly have invented it. So naturally moves abound to tidy it up. The programme adopted by the 1973 Labour Party Conference stated: "We intend that the university examination boards for school examinations be abolished and we are studying new machinery to put in their place."

Though no evidence of such study has subsequently emerged from the Labour Party, it has from the Schools Council, who are currently carrying out this exercise shrouded in the kind of neurotic secrecy more commonly associated with Nato defence committees. Not that loaded words like "abolish" are used. The immediate avowed aim is to find an administrative framework within which to operate a common examining system at 16. But it adds up to much the same sort of thing, with much the same sort of end in view. As long as GCE and CSE boards exist separate and disalined, the rift down the centre of the comprehensive is hardly less stark than that between the old grammar and modern school. A fusion between the GCE and CSE boards is an essential condition if the comprehensive idea is to pass from aspiration into reality.

So with another examination season just passed, it is a good time to take stock of the health of these essentially English institutions. They are a motley crew, an astonishingly authentic slice through the English upper and middle classes, whose children they are in business first to credential and then matriculate into the realms of higher education.

First (in purely English class order) there is the Oxford and Cambridge Schools Examination Board, instituted in the nineteenth century by the Headmasters Conference, to weld the public schools more firmly to the ancient universities, as public money began to flow into the new elementary system; then the Oxford Local Examinations Board, select small and refined; the Cambridge Local Examination Syndicate, well into the big league not so much from its English entries as its overseas ones: their net is cast wide over the English-speaking empire.

Moving down a class layer, there are the big two, the London Board (again with a massive overseas contingent each year) and the Joint Matriculation Board, the biggest of them all in terms of subject entry. Founded in 1902 by the new Victorian universities of the North and the Midlands, they have grown steadily ever since and now limit themselves by self-denying ordinance to a line from Bristol to the Wash—just to be fair to the others.

Still surviving by the skin of their teeth are the Southern Universities Joint Board for School Examinations (Reading, Bristol,
Bath, Southampton, Surrey and Exe
hardly viable, but struggling on, deter
not to go the way of the Durham board
went under to the JMB after the Se
World War. Finally, there is the parve
the Associated Examining Board, fo
originally by the City and Guilds for
secondary moderns and further educa
now, in terms of English pupil entries (th
not in terms of subject entries), the big
in the country. With little rhyme or r
each has grown up, with its own cli
of schools and examiners and its own
liar examining methods.

They constitute the most substantial
control mechanism in the English educa
system. All attempts at curricular or
institutional reform come up against
fact that what a third of all our seco
schoolchildren do in schools from the
of 13 onwards is regulated by the exa
tions they face at 16 and 18; and
mechanism of these examinations is
hands of people (in schools and univer
who are committed to the curricular s
quo.

However much movement there is a
head and foot of the educational ladde
midriff remains constant. Over the p
years the primary and middle school cu
lum has changed out of all recogniti
many university disciplines both wh
studied and the way it is examined hav
changed radically. But the curriculu
the achieving 13 to 18-year-old re
tantalizingly the same, an iron reg
system, organized by skilled operative
carefully transmit the secrets of their
from one safe pedagogic generation t
next. Its power is so great that it s
the whole secondary school and
envelops those pupils who will
actually gain access to its examinatio
work.

The GCE empire is the cement of a
lar tradition in our schools. To its defe

is a bastion against anarchy and a guarante
e of scholarship and true learning; to its
tractors, it is the bottleneck in the compre-
nsive system, the roadblock to curricular
form in the secondary school.
The core of the power of the examinatio
ards lies of course, in the university con
ection. But here one has to distinguish. It
not that university professors and lec
urers lay down to the schools what they
ould teach and how it should be examined
ost of the chief examiners are school
achers—the proportion of university lec
urers involved in setting and marking the
mination is quite small. Indeed, some
es it is the traditional schoolmaster (all
ging (or rather holding still) the anxious
ureate don/dog. Nor is it so much the
t that many of them are also matriculation
ards, fixing university entrance standards.
inimum entry standard, assume far less
portance these days as 18-year-olds need
more than the minimum and adults are
reasingly admitted on less.
it is the reserve powers of the universities,
her than any overt interference, which
ve ensured the immutability of the GCE
ards in the past. The universities stand
hind the boards (or all except the AEB,
ich is rather differently governed) ready
assert their powers and authority if the
ools Council or the Government should
r be so intemperate as to try to enforce
solution involving an erosion of the
ards' power or identity.
The powers of the Secretary of State for
ucation and Science have always been
tue and uncharted ever since the 1944
ucation Acts. True, the Norwood report
ged them away from the old School Certi-
ates into O and A levels; true, the founda
n of the Schools Council 20 years later
ears to assert the Secretary of State's
trol of the examination system. But though
GCE boards submit their syllabuses to
Schools Council for ratification, this is
y a matter of courtesy. They do not have
The only obvious role the Secretary of
te plays in the process is to countersign
GCE certificates: but if he threatened to
use, there is little doubt that many univer
es would reply by asking the boards to go
ad without the countersignature.
ot that it would ever break out into this
t of open warfare. That is the whole point.
is knowledge on all sides of the likely
come which restrains any Secretary of
te from pushing too hard on examinations,
that, together with grammar school
her conservatism, seems likely to keep
comprehensives split between GCE and
streams for the foreseeable future.
would be unfair to suggest that the
cal GCE board never changes. Though
traditional written examination still
ns supreme, it has lost its monopoly.
ments of course work intrude more and
e, even in some of the ultra-traditional
ds like the Oxford and Cambridge, com
r marked multiple choice questions are
ing in too. Methods change, albeit slowly,
er pressure from the curricular reformers,
psychometricians or sheer economics.
ut the joint GCE/CSE trial examinations
ch will provide the basis of a single
mining system at 16 are still in their
ncy. It is true that tens of thousands
ungsters in England and Wales have
taken these experimental examinations:
there is still no agreement among the
ds about the success of the experiment,
less about the arrangements under which
sion of GCE and CSE might take place.
here are some bright spots. In Wales, by
of those useful accidents of history, the
board—the Welsh Joint Education Com-
ee—operate both GCE and CSE. Progress
to a single system at 16 in the
cipality should therefore present few dif-
ties. Manchester is another bright spot.
JMB are showing far more initiative and
ncy than most other boards in working
rds the Schools Council's target—parti
ly in their experimental examinations
the West Yorkshire and Lindsey
onal Examinations Board (TWYLREB),
whom they now have three years' experi
of joint trials and enough evidence to
that an amalgamation is feasible. Trials
the other boards are proceeding at
r more desultory a pace: so that when
chool Council Second Examinations
mittee considering a joint examination
the Working Party on an Administrative
cture for New Examinations in Secondary
ols come up with final proposals,
ably later this year, the common ground
be limited and the chances of broad
ement slim.
th committees have been chaired by
ld Jennings, the head of Ecclesfield
l, Sheffield, who has all the right
ntials as a mediator in this area of
—a classicist and former grammar
l head who was on the national execu
of the National Union of Teachers in
960s. If he fails to do the trick this
r next, the options are starkly reduced

either a continuation of the status quo or direct Government intervention. The first would demonstrate Government acquiescence in a half-baked comprehensive schooling system (as well as their impotence in the face of the boards); the second would probably generate a first class political row.

Though the boards seem well entrenched, there are difficulties ahead. One is cost. As entries for both GCE and CSE mount, this represents a rising charge on the rates, and local authorities are becoming more sensitive to it. Multiple-choice papers were developed in the hope that computer marking might bring down the cost, but the JMB feel these are so correspondingly expensive to set and prepare that there is not much in it either way.

Costs of orthodox marking are held down to a reasonable level by the readily available army of skilled schoolmaster (and mistress) examiners who are annually prepared to do a tedious and mindbending job at modest piecework rates. Roughly, the average JMB rate works out at £2.25 an hour for a fast experienced marker—a rate which takes no account of the mass of preparation and meetings beforehand. For many teachers, examining is the only flexible element in earning power—to some the only chance of a continental holiday. Though a chief examiner can pick up something about £1,000 a year, when all the extras are added in, most make little more than £150 and £200 a year.

Not that the boards are irresponsible. Increased computerization has held down costs and they are always on the look out for ways to save money. Although the examination is increasingly criticized for its cost—by the RASP (Reform of Assessment at 16 plus) lobby among others—it is a fairly cost-effective testing system and compares well with CSE.

Other educational costs have escalated more severely. The danger is not so much the cancerous one, that examinations suck off scarce educational money, but rather the hierarchical one, that they spawn and organize a priesthood which acts as a clamp on the system and inhibits development.

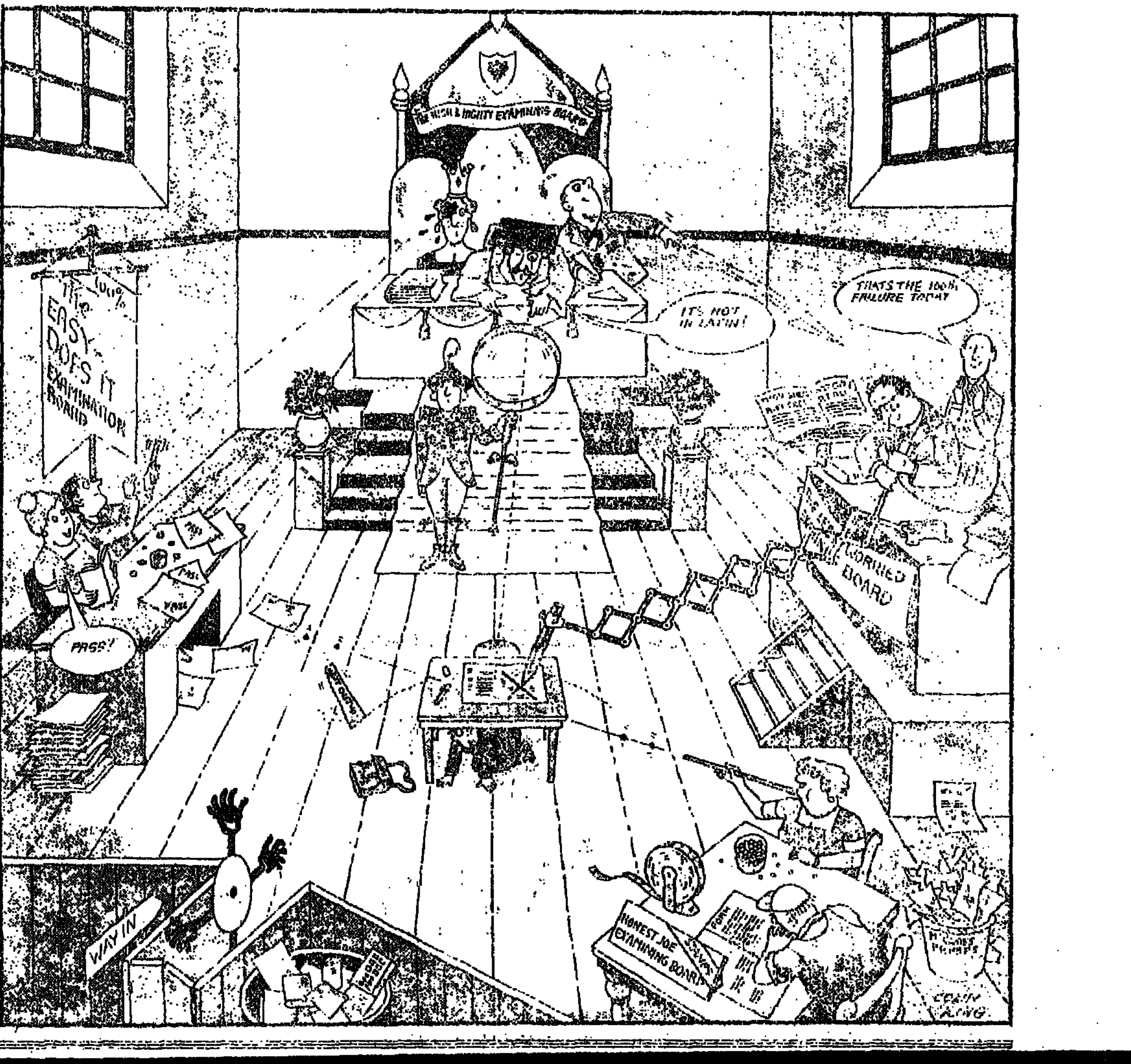
This, of course, was never the idea. Even under the old School Certificate and Higher School Certificate regulations, schools could submit their own syllabuses for approval. But the plain fact is that only a tiny proportion ever do. Occasionally a school idea throws up a whole new subject—JMB A level environmental science and O level computer studies emerged in this way. By and large the elite corps of examiners reign supreme, and the fact that the psychometrics of it all grow more recondite and esoteric each year puts the whole system at one further remove from the schools.

The avowed aim of the CSE boards was that they should break the cycle and resist aping their elder GCE brethren. A free flow of ordinary teachers would control the curriculum and gear examinations to it. In the event—apart from the TWYLREB—CSE, too, has been absorbed by the GCE orthodoxy. If amalgamation ever takes place, even under strict supervision of the Government or the local authorities, the new system could all turn out to be a pale imitation of GCE. The hopes of the founders of CSE—that they might be starting a tradition of examinations serving the curriculum rather than vice versa—now looks sadly threadbare. Even if unity is ever achieved, the GCE mode, however crimped at the edges, seems likely to set the style.

The revolution inherent in administrative amalgamation will be nevertheless a real one. It will remove the spectre of the English university brooding over the whole system; the reorganization will compel a new focus on the needs of the non-college-bound student, or at any rate the student who is not treading the orthodox "school into higher education" path; it will slowly modify—if no more—the exclusive concentration in public esteem of the narrow academic path. It may well create a system which will gradually promote paths of curriculum development relevant to the transition between school and work, and, indeed, school and life, and not be merely an ancient connecting link between school and yet more school, misapplied to a dozen inappropriate industrial and commercial purposes.

Though there is a growing argument about our traditional examinations, those who wish for wholesale abolition and their replacement by some sort of profile seem unlikely to get very far. The school/university/school machine replicates itself too unremittingly for acceptance of a solution as radical as this. In principle, however, there is nothing stopping gradual innovation.

The expertise which now resides within the GCE and CSE boards, although remote from the schools, remains at their service. It is transferable at will for any purpose—in particular from the traditional disciplines to wider, more relevant ones. Some boards—like London—have hired expertise from abroad, in the shape of such American companies as Educational Testing Services Inc. But most have remained un-American and eschewed such short (and sometimes, disastrously, not so short) cuts. The JMB, for instance, have consistently grown their own indigenous psychometric talent for objective testing, which could now be put to wider use and at least the proliferation of boards has ensured that there is no monopoly of method. Any reorganization should amalgamate the levels, but retain some regional structure. If that is done, the way should be ahead both for a more rational structure and a measure of continued development in the future.


THE HIGH & MIGHTY EXAMINING BOARD
The 100% EASY DOES IT EXAMINATION BOARD
IT'S NOT IN LATIN!
THAT'S THE 100th FAILURE TODAY
PASS!
WORRIED BOARD
WAY IN
HONEST JOE EXAMINING BOARD
COLIN KING

Rolls-Royce among the Ford Popular

Sue Cameron looks into the workings of the Oxford and Cambridge Schools Examination Board

While parents and pundits roar about academic standards, a small, select and almost unknown band of men and women have those same standards in their personal keeping. They are the chief examiners.

They have no simple rulebook for setting the standard in O level history or A level physics. They have their experience as teachers and assistant examiners. And at the Oxford and Cambridge Schools Examination Board 50 per cent of those dealing with A level papers will also have had experience as full-time academics. But the standards at which examinations are set is ultimately part of that mysterious body of knowledge transmitted from one generation of chief examiners to the next. Chief examiners just know.

Mystery is only one of the ingredients that go to make up the Oxford and Cambridge examination board. The others are love, effort, jobbery and a dash of snobbery. For Oxford and Cambridge is the top people's board. The Headmasters' Conference was intimately involved in setting it up in 1873: Robin Davis, the Oxford-based joint secretary, mentions that he has Eton and Sedbergh, while Howard King, the Cambridge secretary, has Harrow and Haileybury.

A history of the board notes that they help candidates in a number of different ways:

"Papers have been sat in a church hall in Henley to oblige oarsmen, and in pavilions to oblige cricketers . . . . Marksmen at Bisley have been accommodated, as have sailors bound for Newfoundland or on a schools' Mediterranean cruise. During epidemics school sanatoria are commonplace examination centres."

Although the board have a sizable minority of ordinary state schools among their regular customers, the ethos is not that of the local comprehensive. They are one of the oldest of the GCE boards and they believe in excellence: Oxford and Cambridge candidates are expected to do better than candidates at other boards, because most of them come from public or direct grant schools and enjoy the educational advantages those bestow. They do, indeed, usually do better, but grades and passes are given strictly on merit and not on a predetermined percentage basis.

Excellence is demanded from examiners, as well as from candidates. The board does not cull assistant examiners from anything so haphazard as an advertisement. People are only invited to mark scripts for the board after a personal recommendation or the very best references. There are about 230 awarders and about half of those dealing with A level are full-time academics. They are paid about £30 for setting one A level paper in a major subject like English, and are paid on a pro rata basis for attending meetings, marking scripts and checking the marking of their assistants. One of their duties is to do a report on each of their assistant examiners at the end of the summer. Occasionally an assistant is not invited back the following year, but this does not happen often.

The awarders themselves are chosen from the ranks. At A level there are between two and eight of them for each subject, depending on the subject entry. Both Mr King and Mr Davis are mildly horrified to be asked how many of their examiners are graduates: "All of them are", says Mr King. Then, with an attempt at concession: "At least they all are for A level. I suppose there might be one or two, here or there, for O level who aren't graduates. But I've never heard of them."

A degree, however good, is not the only qualification required of examiners: they must also have had considerable teaching experience. But Mr King says firmly that an all-graduate body of examiners is "something the board will wish to maintain".

The board are, of course, represented on the Council and they are taking part in the development of new exams, such as the Certificate of Extended Education and the common exam at 16-plus. But they will have no truck with any innovations that do not meet their own high standards.

This year's annual report to Cambridge University says: "The board remain very much concerned about the brevity of the timetable for the analysis and study of the data from 16-plus studies and the compilation of a final report by the Schools Council. . . .

"They will willingly engage in practical measures of cooperation with the CSE boards and with other GCE boards where these provide ways in which syllabuses and examinations can be developed to meet the needs of groups of schools. But the board could not recommend their parent universities to hand over their assets of experience, equipment or capital to any new system or structure that might be established, unless they had confidence that the new system or structure would meet the needs of schools at least as satisfactorily as do the present arrangements."

Each university has 12 representatives on the board, who have 37 members altogether. Any suggestions or criticisms the university may have about a particular paper or syllabus are broached in a personal and informal way. As Mr Davis puts it: "Word always gets through". But it comes through the friendly chat rather than the formal resolution.

The board are a non-profit-making organization and the buildings they occupy in both Oxford and Cambridge are owned by the two universities and let to the board. In each city there is a secretary and an assistant secretary, plus administrative and clerical staff; about 40 full-time staff members in all.

O level papers are handled at one centre and A level papers at the other, alternating each year. In the summer more people have to be taken on. As well as assistant examiners and awarders, the board also need about 60 clerical workers to sort scripts and check that marks have been added up correctly. Everyone has to work to a strict deadline set by the Universities Central Council on Admissions.

Almost all the Oxford and Cambridge board candidates are entered by schools; the board do very little business overseas. This year there were just under 16,000 A level candidates with 40,000 subject entries. At O level there were 32,000 candidates and about 130,000 subject entries.

The board offer 32 subjects at A level and 46 at O level, or O/A level. The GCE boards have a number of special project papers and each board mark all the entries for a particular subject. The Oxford and Cambridge board mark the Special Maths Project papers and the A level Nuffield Science papers for the whole country.

It costs each candidate £3.50 to enter for an A level exam, £1 for S level and £1.30 for O level, plus a £1.50 entrance fee. The board earn about £300,000 a year from fees, but with inflation this is proving insufficient, and they are now reminding schools that they reserve the right to increase fees.

About 57 per cent of the board's income goes on paying the 2,000 examiners needed to mark both O and A level scripts. A further 20 per cent is spent on printing and the rest goes on postage, telephones and staff salaries.

On average, each assistant examine
about 250 scripts, although someone w
dication might be able to cope with th
one is allowed to take on more scrip
they could reasonably manage without
ing marking standards.
Examiners earn between 25p and
script, with payment graded according
difficulty and time required for the
different papers. Some chief exa
claim their assistants are only in the
business to gain experience or becaus
a worthwhile job. This may be true of
of them, but others have more me
motives. After this year's Houghton
a number of teachers said they no
wished to do any marking.
All assistant examiners have
scripts scrutinized by the chief exa
if it is found someone has been mark
harshly or too leniently on a particula
tion then all their scripts may be
Particular attention is also paid to can
whose marks put them on the
border, or between B/C grade at
These scripts are always reread.
Special consideration is also given
didates who were ill on the day of the
or who suffer from some perman
ability. (This year staff have had
out exactly what allowances are to be
for the first of the thalidomide ch
The difficulty for the board is that
show undue consideration to some ca
they may be putting the others at
advantage. Working out the worth
broken wrist or a family bereavem
terms of extra time and lenient ma
fine skill at the best of times.
Matters are not helped when ca
end in obviously bogus excuses. The
to be filtered through schools who are
more honest than pushy parents de
special treatment. All schools are
estimate the grades they expect their
to obtain, a procedure which helps ex
in dubious cases.
Now that the frenetic summer
examining has ended and the piles of
in the lecture halls of Oxford and Ca
re put away until the New Year (wh
will finally be destroyed), the chief ex
begin to think of 1976. In their
moments they start drafting the s
next year's papers, before sending them
the revisers, who check that they ma
syllabus and that they are not too
too easy. To check that the keepers of
academic standards are not betraying
trust.

Deschooling poetry

Edward Neill contrasts two new anthologies

New Departures Extra Special Double Double Number, Numbers 7-8, 10-11. Edited and published by Michael Horovitz. Piedmont, Bisley, near Stroud, Glos, GL6 7BU. £2.40. 0 902689 07 X.

New Poetry 1. An Anthology. Edited by Peter Porter and Charles Osborne. Arts Council of Great Britain £1.80. 0 7287 0053 0.

There are no new departures in *New Departures*. Deschooling poetry (Horovitz professes to admire the "instantaneous outpourings" of someone's consciousness), rampantly ideological, lurching wildly from the twee to the megaphonic, there is a kind of omnipresent short-circuiting which results when not only Art in Gothic Letters but just art is ignored. The ethos is of Poetry-as-Happening, and as such it has no roots—it is cosmopolitan in a bad sense ("another jumbo reading mounted by Ginsberg and Vosnesensky [in aid of Bangladesh] in a beautiful Greek Temple in the Lower East Side . . ."). It addresses itself mainly to an audience (young), which, though purged of the illusion that Hughie Green and Reginald Bosanquet are genii, is nevertheless a product of pop culture and the telly. Born under graffito, scion of pop-etry (go go go said the bard)—this a foretaste, a dim earnest of Michael Horovitz's own prose style—tumid, flatulent, whirlingly polemic, undeniably interesting.

All, however, is not ethos, and there are cunningly grafted contributions by Michael Hamburger (a well-made barbaric yawp, "Big Deal" has America offered for sale with all her "natural and unnatural resources"—but "nobody wanted to buy"), Ted Hughes (brilliant, but disturbing in the crudity of its means), Thom Gunn (currently in eclipse), Robert Creeley (copulative; photographic accompaniment), and Samuel Beckett (self-parody—a mode he has made his own). Besides, not being a weekend reviewer of the type Horovitz understandably complains about, whose act worships itself, I can see a flicker of talent running through from Stevie Smith, Asa Benveniste, Frances Horovitz, Libby Houston, Michael McLure, Tom McGrath, Ted Milton, Loretta Schwartz, Chris Torrance, Pat Waites . . . but even to say this is to concede hugely to this deeply uncritical farrago. The Mersey trio, who do so effectively for poetry what Buffalo Bill did for buffalo, are out in force; poems trickle feebly through violently puerile visuals, the editor camps up the package with hysterical merriment (the spine bears the legend BIG HUGE). Yet the ideological sequence directed against the consequences of a "military-industrial complex" is helpfully provocative—Lee Harwood's intelligent agonizing over a photograph of poor whites in a Steinbeckian dustbowl, Herbert Lomas on the politics of fear, John Arden on the military madness extrapolated from the rancorous realities of civvy street, Adrian Mitchell's sardonically Ionescan English-for-Foreigners arraignment of England's complicity in the Irish tragedy (if "tragedy" isn't too dignified and positive a word):

"£ Welcome to England.
England is a happy country . . .

£ Please understand.
We understand the Irish
Because we've been sending soldiers to Ireland
For hundreds and hundreds of years . . .

£ So now we are trying to educate them
with truncheons, gas, rubber bullets,
Steel bullets, internment and torture.
We are trying to teach the Irish
To be as happy as us . . ."

Presented unfairly in this way, gobbets wrenched from context, it is nevertheless possible to see what is wrong with this poem. One takes issue less with the means used (though these are at least as crude as the advertising techniques this poet pillories so well) than with a kind of inverted imperialism. England, taking all responsibility from the Irish for what is happening there, is still the great original. The natives remain, as heretofore, a passive mass. Mr Mitchell will drive us all into the arms of the Queen. Nevertheless, I like the poem (and Ron Sandford's accompanying "visual").

This, then, is a very strange book. As poetry it's often (but by no means always) nullity; as a sociological phenomenon, no doubt, profoundly significant; as a Fun Thing, about average. The expropriation of Blake as presiding genius is unwarranted. T. S. Eliot's idea that, though sensibility inevitably changes from generation to generation, expression is only altered by a man of genius, seems useful here: although one sometimes feels the *frisson* of novel sensibilia—though, as the enterprise was rooted in the late sixties, Nixon and Vietnam find themselves still under fire long after being expletively deleted—a sense of dramatically altered expression peeks through only rarely.

New Poetry 1, involving a head-on collusion of two Antipodeans, results from an Arts Council open invitation to all poets, whether much-trumpeted or wasting their sourness on the desert air, to contribute themselves. Many large fish went unlanded, but the editors are direly underselling in suggesting they are a possible antidote to Vanity Presses—Alan Brownjohn, Gavin Ewart, David Holbrook, Anthony Thwaite, Peter Redgrove, Vernon Scannell, John Stallworthy and Jon Silkin are not usually thought of as being in that league, and most of the poets here have been published, roughly half being reasonably well-known. The book is in some ways an unattractive one. The poets, usually represented by one poem, are filed in alphabetical sequence, and that's that. The effect is abnormally discrete and artificially decontextualized, and there is no other editorial interference apart from brief notes on contributors at the end—, and many of the poets seem, incredibly, to have failed to comply with the request for information.

One understands, of course, the need for low-profile editing, public funds being involved. The unobtrusiveness is that of William Empson's perspective on Phillip Masson, Milton's nineteenth-century biographer, as "a sensible waiter anxious not to interrupt the conversation". No factionalist residuum must seem to screen out valid unorthodoxies. It's hardly a book to be generalized about, a determined eclecticism being, one gathers, the point. But, assured of certain uncertainties, our age has something of a neo-Augustan quality which ensures that one will be more often *impressed* than *astonished* by its poetic language. The book is emphatically not presided over by, say, the spirit of Wallace Stevens, who, despite difficulties with a tendency towards solipstic preciosity, and the fudged hermeneutics of a largely academic "audience", was often astonishing.

One can see the continuing deltafication of the influence of Auden, diffused through the Movement, with Gavin Ewart as a kind of doyen—see also H. B. Mallalieu, an alumnus of the thirties, in "W. H. Auden: In Memoriam" and "Portrait", also about Auden after the manner of Auden, and Jack Beeching "On trying to Breathe in Rome" ("Empire is solecism: tourists bake/On soporific beaches . . ."), rather like Auden stirred up with Peter Porter himself.

Hollywood remains offscreen, as is the Paterian ambit of A. C. Bradley, who thought that the function of art was to create a world of its own, "independent, complete, autonomous" Rather, the poet (nobody in particular) concentrates on creating a sense of authentically lived through, unburnished experience, heavily relying on his "memory bank" (James Kirkup), on "those fragments of memory that make us" (John Cotton), as (in William Cooke's poem about a blind pupil) "The raised cells/Release their laggard meaning to your touch" The commemoration itself is utterly various—Stevie Smith (Eric W. White), Salvador Dali at the Hollywood Bowl (Peter Bland), a "no-good aunt," the poet nevertheless feels complicity with (Maxine Redmayne), a "British Army Soldier" who is "young enough to be my weenie-bopper daughter's boy-friend" but "glass eyes" (Padraic Fiacc), Duke Elling (Edward Broadbridge), a poet's child call Snowdon a "mounting" (Richard Burns), poet's former self, "This is me on a bus . (H. O. Nazareth)—but this could go on ind nitely. . . .

A scrupulous and omnipresent distrust the big rhetorical gesture insists on a de tion that in extreme forms issues in a "Fou Poem" quality (a found poem being a p *trouvaille* rearranged to make it into— for the sceptical, made it look like—poetr Another consequence of closeness to t authenticity can be the feeling that any tr fusion of mere "poetry" is distastefully congruous. Ian Caw (a social worke "Night Call"—to a wifebeating case, ha forced (not untalented) unpleasant ("this madonna with/a bruised face and stinking messiah") and a Moven descended over-rigidity of upper lip (". know the case is of a sort/I'm bound forget . . .").

With mild brisliness, we might say t what is rarely present defines what is ch acteristically absent—Eliot's densely text literariness (a flicker in Edwin Bro "The speedboats and the girls depart"—I ling, remember?)—or the surrealistic Romanticist ambitions of Alan Marshfield; the poem that makes use of some spe knowledge (Alasdair Aston's "Fellowship the Linnean Society" standing him in g stead for his "Everything in the Garden Lovely").

Certain veerings towards a certain kind language-game can be discerned, though running throughout (genetics is not an subject): there are intimations of mini isin's time-and-motion study (in Martin Bo Edwin Brock, Giles Gordon, Glynne Pain Jeffrey Turner; there is a fine neo-Hop ishness in Harold Massingham's "Sid back", twinned with the profound conse tionist "argument" implicit in Marian Moore/W. C. Williams and Stevens in Ken Williams's "Compare the Whooping Crane altogether other is the familiarly heady sophist bravura of Henry Graham ("... a to this and amen to the crash of wes European civilisation . . ."). Equally unl not urbane, is the personation, not altoge successful, of the brash metropolitanism early Porter by Dennis Davison. There plodding schoolmasterly antithesis to th in Neil Powell ("Period 3") "A colle says good morning and I stare/Past him the dark immobile sky—That loony bloke. I need some air/But steel myself teach another bunch". This seems far exclusively geared to TES subscriber pole opposite is the *Agenda* sort-of-neo-ly axis as represented by David Harsent/ Dale/Peter Dent. Again, in contrast to th Jenny Joseph measures out her *mores* curious explicitness ["A man paid 1 guineas for Van Gogh's mother/Not fo woman that breathed, but a picture her . . ."]. An utterly different transpo of social "concern" is Freda Downie's (good) "The poor", which does have som the austere rhetorical economy of the Wallace Stevens.

On the whole, the book is an encour report on the State of Poetry, attesting t final image of Ruth Bidgood's "Hoofpri —"In the rock of our days/ is hidden print of miracle"—though, times being they are, even such quietly unemphatic tus embarrasses us. (Oddly enough, if the a weakness, it stems from the seasoned paigners, whose contributions often seem Reg Prentice's moderate phrase, below p One wonders, though, if such enterprises rather slide over the semantic gap betw the notion of "making poetry accessible" "getting poetry read". Admitting the ga admitting that the ball is still, boringly, in educationist's court. But next year, ah, year "Deschooling Poetry" will definitely part of the syllabus.

Brian Grimwood

The future: outlook cloudy

C. Arnold Anderson on the Europe 2000 project

General Perspective Studies: The Future is Tomorrow. Project 1, *Educating Man for the 21st Century.*

Volume 1. *Possible Futures of European Education: Numerical and Systems Forecasts.* By Stefan Jensen and others.

Volume 2. *Individual Orientation in Education.* By M. Reuchlin.

Volume 3. *Access to Education: New Possibilities.* By Alfred Sauvy.

Volume 4. *Education and Division of Labour: Middle- and Long-term Prospectives in European Technical and Vocational Education.* By Aldo Visalberghi.

Volume 5. *Education in the Industrialised Countries.* By Raymond Poignant.

Volume 6. *A University of the Future.* By Dieter Berstecher and others.

European Cultural Foundation, Martinus Nijhoff, The Hague.

There is no longer any nook into which specialists can retreat for cosy conferences without public enlighteners leaning over their shoulders to garner material for surveys of the condition of man. Perhaps one must go back a century and a half to find another period in which education received such generous analysis as today. International groups have become the new producers of compendia on any man's favourite important topic and affluence sustains a market for these reports. Anxiety to make human affairs go better has turned a rather rudimentary technique of coordination planning into a gospel of millenarianism. Ascetic scholarship and the more restricted canons of analytical social science compete on weak terms with the purveyors of either optimistic or pessimistic dogmas about the human future. The tale that is written in mild language and that is chained out with qualifications finds few listeners. The present set of reports, though uneven in quality and diverse in timbre, will not be held up as models of scholarly reporting to intelligent laymen.

●

The Europe 2000's foundation sponsors other surveys (on urbanism for example) which merit equal attention to the volumes on education. But the merit lies not only in the occasional responsible contribution; we need also to become familiar with a genre of contemporary quasi-scholarship. I fear, however, that only the logically acute non-specialized reader will know which authors are reliable. Reports of reconnaissance into the future must perhaps be cloudy; rarely will futuristic analyses of education possess the austerity and definiteness of the revived history of education.

This is not an impressive symposium—and it is grossly overpriced; yet in each volume there are stimulating chapters. The discouraging unevenness of most volumes arises partly from the abnegation of editorial guidance. Many chapters are out of date and below the level of discourse to be found in, say, *New Society* or *Scientific American*, the essays on "evolution of knowledge" and "pedagogical action" both in volume 1.6, for example. One does not expect consensus in a symposium, but writers could have been instructed to refer to the positions or evidence set forth by other contributors. It is disconcerting to find that assessments of trends in the social status of students given by Poignant (in 1.5) and by Sauvy and his collaborators (in 1.3) are cavalierly ignored by other authors and by the writers of individual prefaces.

Given so voluminous, so uneven, but also so rich a symposium to review, one can only comment on a few large topics as exemplifying strong and weak features of the whole. I group my comments under seven heads. (1) conceptions of the future embodied in the project as a whole, (2) assumptions about the integration of education with the rest of society, (3) a reluctance to couple macro with micro analyses, (4) the non-personal tone of discussion on education, (5) the equivocal support offered for conceptions of recurrent education, (6) logical difficulties arising from a penchant for reification, and (7) assessments of how schools are related to status structures.

●

Orientation to "the future" varies among the parts of this compendium. In the *General Prospective Studies* some authors rely mainly on extrapolation, and this technique is used in many parts of the six volumes on education. Poignant, indeed, asserts that the most "advanced" of present systems foreshadow what others will be (1.5) and the same assumption underlies most of the volume on "access" (1.3). However, it is the latter volume that takes the most reserved position to forecasting. The large diversity among the advanced societies is nowhere explored explicitly although some authors realize that "socialism" is not a basic determinant of educational structures and that pervasive inequalities can arise from collectivistic policies. A much-favoured alternative view is that men can make their futures if they have clear collective goals: Hambye's essay, for example, on alternative futures for universities (in 1.6) or the Hake and Jensen et al essays on alternative futures for western society (in 1.1). Other writers (especially Reuchlin, 1.2) are content mainly to describe how various aspects of education will become transformed without trying to work out the overall future configuration. The less disciplined (perhaps also more venturesome) essays are also less persuasive; these writers adopt the most optimistic projections of each societal component while ignoring less comfortable possibilities or side effects. There are more negative effects of the decision to ignore the educational systems of Canada, Australia, or the United States (except for Poignant's statistics in 1.5) than gains from inclusion of the Soviet Union or the countries of eastern Europe. Most presentations would have been little different had the authors been put to outlining "prospective changes in European education". Though Hake and Jensen et al did state explicit methods for identifying probable futures, their analyses are grossly confounded by disinterest in speculating about the effects of combining "bureaucratic socialism" with "individualistic permissiveness". Much of the pervasive aridity of these essays arises from overlooking that the longrun is a series of shortruns and from an almost total disinterest in examining "micro" processes. On few topics are these essays up to the present state of the art within the social sciences.

●

The most explicit statement about social change in the framework of educational systems is by Hake (1.1, p 181):

"The culture actually, or intended to be, transmitted will reflect the societal culture, the societal values and goal structure. The distribution of social power, and the social structure, which determines the values and goals of societies, will determine the definition of the situation in which cultural institutions have to function, and the culture which they are expected to transmit. The beliefs, values, knowledge and skills created, maintained and transmitted by cultural institutions, which secure the articulation of factors in the social system will thus tend to reflect the prevailing social order and its dominant groups. In advanced complex societies the cultural system becomes an increasingly differentiated complex of institutions and roles, and develops complex mechanisms of differentiation, selection and allocation of individuals to institutionalized roles in the economic, political, communal systems and the cultural system itself. Societal goals, as they relate to cultural institutions and the definition of their situation, will correspondingly consist of economic, political, communal and cultural goals for the cultural system."

It is puzzling that anyone writing after Pitirim Sorokin's masterly analysis of "integration" in cultures and societies could set us so frustrating a task as to make use of the foregoing declaration in delineating the connexions between education and other aspects of society. Few authors in these volumes even perceive that it is necessary to deal with this problem of integration. Those who purport to deal with it mainly offer only imprecise and question-begging contentions. Only a few writers attempt to assay how much autonomy the cultural sector of society has. One is not enlightened when told that education rests on a world view (1.1, p 137), and it is mere piety to speak of "the central values" of a society or to emphasize "the value system of those exercising control" over education (1.1, p 145). Much of the confusion arises from clumsy efforts to apply putative Marxist viewpoints. We are not helped by being told that autonomy of the political sphere can "resolve conflicting models of education". The respect for history that one expects in a treatment of the future is lacking when one can read that social analysis should be shaped by "purposive social action" rather than by "mere reflections" of technology and of economic organization. Few spheres of life are more purposive than the latter two. There recurs in these volumes a demand to end the control of education by "old" powers and exhortation to put faith in control by "new" powers. But no one has yet shown that it is useful to conceptualize social change in terms of "cultural power". It is only by a casual handling of this awesome concept of "integration" that writers can bring themselves to exhort us to turn the destiny of higher education over to the edicts of community and government (1.6, p 31). Fragniere's discussion of universities and the power structure (1.6, chapter 4) shares the preoccupation of most contributors with a fundamental restructuring of society and with sweeping removal of obstacles to proper institutional functioning rather than with diligent improvement in existing structures. Such a simplistic handling of the longrun is possible only by ignoring what happens in the intervening shortruns.

●

There is a pervasive fuzziness in comments about the articulation between educational systems and other sectors of society, and there is an ambivalence about autonomy for "cultural systems". Both traits arise from a strong inclination to write in "macro" terms. This inclination is shared by most of our contemporaries who prefer social planning over the variegated and seemingly "disorderly" activities in "unplanned" societies. The readiness to skip over the immediate future in order to contemplate the more remote future is fostered also by unfamiliarity with the logical devices for aggregating "micro" activities or processes into larger systems. The chronically weak implementation of broad plans must also largely be attributed to a weaker interest in actual behaviour than in trends and "societal purposes". Of these writers it is Reuchlin who most decisively foregoes "target thinking" (1.2). By contrast, Fragnière's exploration of the relationship of universities to the "power structure" consists more of moving concepts around a chessboard than a serious inquiry into how academic life is fostered or inhibited. For example, it seems not to occur to that author that a widening of participation in academic government by junior ranks or students may initiate new patterns of interaction and new criteria of status that subvert the existing powerful incentives to scholarship. "Participation" is an abstraction of a gross sort; selection and appointment and promotion of productive scholars occur on a human scale. The extensive treatments of educational finance (part III of 1.5, chapter 3 and annexe of 1.3, and pages 348 ff of the general volume) are almost wholly at the macro level, though Berstecher and Hecquet (in chapter 3, 1.6) do take a few pages to explore how arrangements for university finances might be linked to structures of individual motives. Surprisingly, the strong preference for "socialist" patterns by most writers lacks even the support of a perfunctory analysis of how people behave in relation to education in different types of society. None of the authors manifests any interest in benefit/cost modes of thinking about choices in social policy even though the inescapability of such evaluation surrounds almost every suggestion for new educational arrangements.

●

Instruction and learning refer always to activities that go on within individuals or persons. "Institutional" analysis of education risks winding up in clouds of abstractions. (To be sure, a full analysis of education most deal also with the logistics of supplies, teachers, and buildings.) The immediate aim of an educational activity is to modify the outlook, capabilities, and "thoughts" of individuals, each of whom carries the main sources of his divergence from other individuals in amount or quality of learning within himself. Yet, paradoxically, these essays on education speak little about persons, about attainment of capability, about shared effort to learn or the pleasure of having learned, about intellectual careers, or about creation of cultural structures or systems.

This mode of discussion so pervades most of the planning and futuristic literature on education that most of the time we overlook how remote these plans are from the realm of motives. It is hard to discern a "self" here, even in the fervent defence of the university as "the place where the exercise of reason can be pursued unhindered". The defence of "personal development" is casual. Hake's long essay on "social and cultural futures in western Europe" and Hambye's extraction of "their pedagogical implications" from Hake's model (in annex 1 to 1.6) treat individuals as epiphenomenal. Generally in these volumes the rights of individuals are attenuated in the face of claims for vocational utility, professional syndicalism and the administrative imperatives of "hard socialism". Reuchlin is the marked exception (1.2); he pleads for renewed attention to individual differences, even to genetic factors.

The analysis of persisting differentials between social strata in utilization and creation of educational opportunities (1.3) lacks the prevailing supra-individual tone. But, with anachronistic irony, Visalberghi views sub-university technical education as preparing youth "for a trade or occupation requiring relatively low levels of ability and relatively little understanding of theoretical principles". One can identify two themes about the place of individuals woven into these reports. An organizational theme speaks of realignments of power and "collectivization" of individuals. Another theme is more anarchistic. Thus in the volume on universities (1.6) a strong plea is made for assuming that we shall have an "open" society, counter cultures not based on reason, disdain for academic disciplines, and strong reliance on self-instruction. Even this second theme is non-personal in tone; it offers no clues as to how individuals avoid anomy while the first theme postulates that anomy cannot arise without suggesting how there can be a place for resilient and achieving individuals.

●

The desks of officials are littered with plans to abolish the traditional age cycling of schooling and to move toward some form of "permanent" or "recurrent" education. (These plans for reform have flowered too late to have been strongly reflected in the present reports, though I suspect most of the authors would welcome this new scheme.) Only Reuchlin asserts forcefully that the length and quality of initial "general" schooling determines acquisition of specialized training and heavily conditions individuals' capability of benefiting from post-employment training. He emphasizes that this

continued on page 24

Beyond Control ?

A Study of Discipline in the Comprehensive School
PAUL FRANCIS

Throughout this lively and readable study Paul Francis's experience as a comprehensive school teacher is evident. The core of his book deals with the analysis and possible solution of discipline problems. While drawing on his own experience the author relates his examples to the work of educational theorists.

£5.25, Paperback £2.35
Unwin Educational Books: No. 31

George Allen & Unwin

24 Books/Social Work/Politics/History

DELINQUENT OR DAMAGED?

Geoffrey Parkinson

Children, Courts and Caring. By Donald Ford. Constable £5.50. 0 09 460210 7. *Paperback* £2.50 460730 3.

Donald Ford is the chairman of a Juvenile Court Bench and the position has clearly influenced his style —not quite enough to be funny but sufficiently to make me occasionally feel I should interrupt my reading and make one or two of those jerky little bows lawyers self-consciously perform when they approach or retreat from the presence of the Bench.

Perhaps Mr Ford dictated the entire book to an obsequious usher between the hearing of cases; certainly I wouldn't have thought that a sentence like "Society as a whole has failed lamentably . . ." could be authentically manufactured outside a court room. Still Mr Ford will undoubtedly influence top people. Directors of social work, principal probation officers and other centurions of do-goodery are suckers for anything that sounds like a judicial summing up. And, fortunately, Mr Ford transcends his style: he knows what he's about as he seeks to probe the complexities that surround the introduction of the controversial 1969 Children and Young Persons Act.

It is not worth attempting here to outline in any great detail the Act beyond saying that juvenile courts have increasingly become referring agencies and the power to specify whether a child should be institutionalized or not has fallen to the newly founded social services departments; furthermore, there has been a blurring of the distinction—certainly in terms of treatment—between "delinquent" and "damaged" children and the Community Homes that were formed from the old approved schools and children's homes have found that they can become increasingly "choosey" (quite a few social workers have been worried by the refusal of Community Homes to accept adolescent coloured lads with records of violence. This would have been unthinkable under the old system).

Predictably, with the introduction of the Act there were, and still are, periodic scandals—the latest being about the young vagrants (orphans with parents) who currently flock to our large cities; and equally predictably there have been the protests of irate JPs who resent the diminution of their powers and make those prognostications about the collapse of law and order that appear to be one of the perks of the post.

Donald Ford believes that the 1969 Act is revealing difficulties but these are principally in implementation and that with increased resources and a little creative thinking the now classical "cycle of deprivation" could be broken. His own particular hope rests on the expansion and development of "intermediate treatment".

What is intermediate treatment? Well it can be almost anything the social worker wants it to be: a week's camping on a mountainside, helping old people, judo or drama classes, regular attendance at a youth club. Donald Ford is not worried by the compulsory element in the process and I think he's right: many delinquents are ruined by total freedom and need the containment of a court order to help them move towards self-realization.

Most significantly, however, intermediate treatment could be used, Ford believes, to offer some of the benefits of institutional care while keeping a delinquent or damaged youth within his own community.

I am inclined to think that Ford is a little too optimistic about the benefits of this particular solution; still it's worth a try. And, having earlier stated my distaste for his magisterial style, let me end by saying, as a professional altruist, that what I liked best about his book was his refusal to be bamboozled by social workers who claim to be over-worked, by delinquent's mums who offer sentimental responses at times of crisis as substitutes for consistent concern and by coloured boys who all too easily, if understandably, defend their personal defects by their feelings about racial persecution. Donald Ford always strikes me as being eminently fair-minded and realistic in his evaluations which is, of course, probably why he was first chosen to be the chairman of a Juvenile Court Bench.

'ELEGANT, NICE AND HOME-LOVING'

Auriol Stevens

Margaret Thatcher, a personal and political biography. By Russell Lewis. Routledge and Kegan Paul £2.95. 0 7100 8283 5.

It is hardly the moment for a serious appraisal of Margaret Thatcher's political career and this is hardly such a study. Russell Lewis's book is a lightweight, adulatory biography put together, by his own admission, in some haste, and by all appearances designed to satisfy an uncritical market among conservative voters who want to know something about their new leader.

The book traces her life from her birth in Grantham, second daughter of a Grantham councillor and Mayor, the owner of a prosperous grocery business, through a virtuoso school career to Oxford where the principal of her college is quoted as describing her as "a perfectly competent and ordinary young woman". All the details of her subsequent political climb are chronicled in increasingly partisan terms as the account gets nearer to the present for the author makes no attempt to hide his dislike of Mr Heath and of the sort of Conservative policies which characterized the fifties and sixties, be it Butskellism or Edward Boyle.

The whole thing is prettily packaged up with *Woman's Own* style chapter headings and glossy photographs with coy captions.

The case Mr Lewis seeks to make is that "this bright, elegant, nice, home-loving lady" can regenerate the Conservative party by steering it from its wishy washy ways to a more vigorous future along "social market economy" lines. He believes that the moment is now ripe for this transformation since the intellectual groundwork has been done by the Insitute of Economic Affairs and by such people as Sir Keith Joseph and Dr Rhodes Boyson, and Mrs Thatcher possesses the "considerable demagogic qualities" needed to put it through politically.

Indeed, in spite of himself, M Lewis, in setting out to praise M Thatcher, manages to presen portrait of an extremely ambiti and sharp tongued lady who m well be able to raise cheers by ma ing witty cracks at her opponen but who hardly gives an impress of warmth or inspires affection. few instances of kindness to o friends or closeness to her sister not counteract the overall impre sion.

Mr Lewis's discussion of M Thatcher's time at the DES is me from the standpoint of one who plicitly sympathizes with the Bla Papers, dislikes the "educatio establishment", the NUT and th students, and dismisses the Bullo Report as "a frost". It betrays lack of understanding of the edu tional issues which deprive it of useful insight into how she mi be expected to behave in office. this is her only ministerial expe ence and requires qualities differ from those which have made he sharp debater in opposition.

MUSLIM PAGEANTRY—IN BLACK AND WHITE

Anthony Pagden

The Moors in Spain and Portugal. By Jan Read. Faber £4.95. 0 571 10431 2.

Mr. Read's book provides a narrative account of the Moorish occupation of the Iberian Peninsula from the first invasions during the early eighth century until the final expulsion, or conversion, of all muslims by the end of the sixteenth. The work is intended for the "visitor or armchair traveller"; and certainly it offers little of interest to even the amateur historian.

The author is, by his own confession, a disciple of Americo Castro whose tendentious views on Iberian history have bedevilled Spanish historiography for the last quarter century. Knowing this, the reader is forewarned to treat any of the judgments in this book with some caution. Mr Read, however, avoids the worst errors of the Castro approach by adhering fairly closely to the events which he is cataloguing.

Most of his information comes from secondary sources which, to judge by the bibliography, appear to be well chosen and most of what he has to say is accurate, although sometimes the reader is left wondering about the author's understanding of his facts. Why, for instance, should he suggest that Isabel of Castile had the Cid's famous jewelled belt "broken up to help meet the expenses of the Reconquest" when the Reconquest had been over for at least a century? And what makes him think that the squinch, a common architectural feature in the east long before it was employed in Europe, originated in Córdoba? He is also hardly to be trusted with details of Spanish history—such as the life of the Cid—which have become the subject of pious myth. He accepts the oath of Santa Gudea (a piece of Castilian exculpatory propaganda) as factual and hails the Cid, together with Alfonso VI, as one of "the great architects of the Reconquest" whereas, in fact, t long term effect of the Cid's expl was nugatory.

By and large, the book ave analysis or assessment and conte itself with facts. So long as th are drawn from reliable schol the result is unexceptionable, one requires more of a popular w than reliability; such a book sho be eminently readable and Read's is not. His prose is pedestr and not overprecise. The pagea and colour of muslim Spain rem in shades of black and white; rarely did he manage to conv this reader that he was very ent siastic about his subject.

It is evidently more difficult write the history of a civiliza than an account of the wine tr With Lane Poole's stimulating li book, *The Moors in Spain*, be remaindered, one is left to wond why such a house as Faber undertaken to publish this book a year of economic gloom. But nice to have Richard Fo sketches.

The future: outlook cloudy

continued from previous page

general education must have appropriate rigour and coherence: the whole school system cannot be arranged to supply second chances. He warns against assuming that individuals can be rotated over their careers between "low" and "high" skills for the purpose of loosening the lines of status between occupations. Reuchlin is a sceptic about utopian democratization, and the Sauvy team also demonstrates how closely socialist and non-socialist societies resemble each other in having to limit democratization in order to meet rising demands for skill.

●

In discussing vocational education Visalberghi points out that policies designed to loosen the bonds between formal schooling and subsequent status must "underemploy the professional potentialities of the labour force" and must therefore generate a very large pool of competences. Perhaps the strongest reservation on our ability to attenuate status structures is given by Reuchlin when he writes about "the discipline required to obtain knowledge" and says that few individuals are "able and willing to make the necessary effort" to qualify for specialized positions. One can see, then, how controversies about "heredity and environment" are related to proposals for restructuring occupations and to our as yet rather fumbling efforts to come to terms with the notion of "a culture of disadvantage".

Much of the deficiency of these essays lies in the authors' penchant for reifying conceptual abstractions. A useful futurology must imitate the restraint on whimsicality that is embodied in historical particularity and it must seek to portray institutional configurations, not isolated "trends". But most of these essays cannot work even a quarter century ahead in terms of identifiable processes that characterize the society around us. Vague comments about "cultural disadvantage", for example, are scattered throughout these volumes, but only Reuchlin (1.2) and the Sauvy team (1.3) show that they appreciate the complexity of policies designed to offer "compensatory" education. At several points the "cultural" aspects of family life are acknowledged to be more influential than a family's income, but only in the two volumes just cited is this awareness actually used in the analysis. Repeatedly authors convert "social status" into the reified "social class" with only an occasional hint that variation within so-called "classes" is large. Reuchlin is alone in raising doubts about the efficacy of "positive discrimination". The shortfall in "real" opportunity accompanying formal equality of "access" to higher schools is stressed at several points, but only Reuchlin explicitly warns that this discrepancy offers only weak support for policy. Truly, much of "the dialogue" about the future of education remains "lyrical". Careless use of concepts is as much to blame as is gullibility about "structural change" in society for the sustained note of "now are better days to come".

●

"Western societies which aim at being mobile and egalitarian see that in reality they are subject to strictly deterministic processes which in each generation tend to petrify social structures" (1.3, p 66). It is difficult to be patient with men who write so irresponsibly: no comparison is even suggested with other societies or with earlier generations in western history; no hint is given as to whether social change has accelerated or diminished in various segments of societal structure; no casual allusion is made to a substantial "literature on social mobility. Once more commendation must be given to the Sauvy team (in part) and to Reuchlin for a suitably balanced treatment.

Clearly opportunities for education are widening or "loosening up", though at unequal rates in different societies. A little proficiency in "elementary statistical tests (for example on the large collection of data given by Poignant, in 1.5) would have enabled the *Europe 2000* project to depart from the shilly-shallying of both Unesco and OECD on this topic. (See the writer's reanalysis of trends in backgrounds of Swedish students in the forthcoming issue of *Higher Education*. A January 1975 conference at OECD did bring that organization more up to date.) Everywhere the life of a family strongly affects educational outlooks and orientations toward adult life. Even with weak status inheritance, only a small proportion of sons follow the father's occupation, but neither can sons typically become familiar with the routines of any other occupation: in this fact may lie the seeming randomness of vocational choices by youth. In the present context one is more interested in deciding what part school can play in determining adult status, with allowance made for the constraints of paternal status. The contributors to *Europe 2000* on education can be censured for ignoring the work of Blau and Duncan who demonstrated that in the United States schooling outweighs family status and almost certainly the situation in most advanced societies is similar. Even so, these two factors together explain only the lesser part of inter-generational change in status. By the side of such evidence, wrangling about "socialism versus capitalism" or about "power structures" is frivolous.

Yet, to ask whether greater educational opportunity enlarges or narrows disparity in schooling among individuals is to look at only one aspect of opportunity; one need conclude neither that schools have little effect nor that they are dominant in affecting careers. It is still important to try to shift our attention from quantity to quality in outputs of schools (1.3p 65ff), but diligent analysi quality brings us back to Reu lin's comments about effort learning and about the central of the self in learning. Few ters, curiously, observe that rai salaries of teachers as a mean making schooling more effectiv creases the disparities in inco wherever teachers' salaries above the median.

In our impatience to abolish qualities we are hastening to stitute the decisions of officials the vicissitudes of inequal among families, going so fa some places as to experiment rationing of educational opport ies. Extension of the disliked tary practice of conscription so personal a sphere as educat might give us caution. We are ing also the emergence of ratio of opportunities for expens medical treatment, and the de for "stacked" allocation of jo most societies are not beco fewer. As age structures ch and competition between yo and old for welfare funds int fies, should we next expect i duction of procedures for ratio access to geriatric amenities? are almost at the point where effort to remove disadvant turns into a search for new ways expropriate advantages. Neither "organizational" nor the "indi ualistic" scenarios for the fu should cheer anyone who still capable of looking on both sides futuristic prescriptions. I am sure we will allow education remain one of the "hopefu aspects in our future.

---

25 Books/Technology

ROOM FOR INITIATIVE

Robert Oxtoby

Control Technology: Pupils' Assignments and Pupils' Follow-up Sheets. Schools Council Project Technology. English Universities Press/Schools Council. £1.80. 0 340 18244X *and* 0 340 182458

School Technology in Action. Edited by Alan R. Marshall. English Universities Press in association with The Open University Press. £2.25. 0 340 193670

Technology Projects for Schools. By J. Aitchison, N. C. Flower and H. W. Bradley. Blackwell £3.25. 0 631 12910 3.

The teaching of technology in schools has come a long way in recent years. Not far enough, perhaps, but a long way nevertheless. It is, after all, little more than a decade or so since Donald Hutchings published the results of a survey which showed that the more able sixth-form pupils were shunning careers in engineering and applied science: "the public image of the technologist current among sixth-formers is largely based on a quite unusual degree of ignorance about the nature of technology". Then along came Geoffrey Harrison and Schools Council Project Technology in 1967 and, among other things, we now have a quarterly publication devoted to School Technology and a growing number of sixth-formers pursuing A level courses in engineering and engineering science. If doubts still persist—and there is still a shortage of well-qualified candidates for degree places in technology—it only goes to show that changing attitudes involves something more than simply changing the curriculum.

School Technology in Action is a carefully-planned collection of 60 articles which have appeared previously in *School Technology*, the periodical started by Project Technology and carried on after 1972 by the National Centre for School Technology at Trent Polytechnic. The book has been compiled specifically for students taking the Open University post-experience course Technology for Teachers. Its value is apparent presumably to anyone following the course (and able to rise at 6.30 am to enjoy the related broadcast material!), but the book also has value for those of us not involved with the course yet interested in the development of technology in schools during the last decade. The uninitiated will find it particularly helpful, if only to grapple with the meaning of the terms "technology" and "project", and to try to assess the place of technology in the school curriculum. In many respects, these are still the issues which bedevil future progress; one of the contributing authors writes appropriately about the need to reach the "end of the beginning". Rather more than half of the articles describe investigational projects. They are wide-ranging and stimulating. Fire in Hertfordshire, balloon flight over Hemel Hempstead, Taunton's rocket, propulsion at Pendeford. Such is the energy of school technology. Not to mention jet engines in the primary school.

Project work in schools is not without its critics, especially amongst teachers who want a more systematic and integrated approach to curriculum development. We seem to have been waiting a long time for *Control Technology*, but now that it's here it looks as though it may well have been worth waiting for. These twin volumes of pupils' assignments and follow-up sheets are intended to meet the needs of schools wishing to develop a structured two-or-three-year course in what has come to be regarded as one of the really vital areas of technology. With the support of the Project Technology team (led by G. L. Viles) and evaluators nominated by the Schools Council, the volumes have evolved from a course developed by G. J. Fox and D. F. Marshall at one of the leading schools in the field—Danum Grammar School for Boys, Doncaster. The course consists of more than 50 assignments, which rely on purpose-built equipment and cover simple structures, gears, basic electricity and electrical switching, linear motion, pneumatic and fluidic control, electronics and logic circuits. The layout is excellent and, although the approach tends towards that of the scientific investigation rather than that of technological design and construction, there is room for initiative on the part of individual teachers or pupils concerned to explore other facets of the technological process. *Control Technology* is useful and thought-provoking. It deserves a good reception.

The final book of the trio, *Technology Projects for Schools*, is in some ways the most ambitious. It is also the least satisfactory and the most expensive. It is apparently intended for teachers of "craft and science, and their pupils who are embarking on projects which need the skills and knowledge of both subjects", and is based on short accounts of 28 projects which range from the work of "non-examination children to those of sixth-formers". Approximately half of the 140 pages deal with basic electronics and circuits as they are likely to be encountered in project work. Now the relationship between science and craftwork is at the centre of many of the problems facing schools wanting to encourage the teaching of technology, especially when youngsters outside the sixth-form are involved. This book does not really succeed in tackling the difficulties, and its usefulness is limited as a result. The ingenuity of many of the projects is beyond doubt but, for this reviewer at least, they fail frequently to capture the essential flavour of technology.

The difficulties involved in trying to evaluate developments in the teaching of technology in schools are, of course, immense. But two particular trends seem to be significant and worthy of further study: the increasing impact of developments on traditional curricula in, say, woodwork and metalwork; and the growing influence of projects on traditional examinations and methods of assessment. Taken together, these volumes seem likely to accelerate the trends. And for this, at least, we can be grateful.

WOOD AND METAL

Don Caston

Cassell's Woodwork Notebook. By S. A. Grimshaw and F. S. Haywood. Cassell 45p. 0 304 29302 4.

As there is no introduction or preface it is not quite clear exactly what the aims of the authors of this little woodwork notebook are but it should prove useful to both teacher and pupil. Also lacking is an index and this omission makes easy reference take longer than it should.

The book is divided into five sections: "Materials", "The Means", "Mechanics", "Methods" and "Standard Constructions". Each of these sections is adequately covered by both copy and illustration.

The "Means" section has enough information on the workshop equipment and tools that are to be found in the average school and the illustrations in the "Mechanics" and "Methods" sections are clear and informative enough to be understood by all.

This is an inexpensive publication that could fit in well with many teachers method of teaching.

Design and Technology: Wood. By R. Millett and E. W. Storey. Wheaton £1.80. 0801 71831.

This is the first of three books which are intended to provide a course of integrated craft and design work in the three basic materials, metals, wood and plastics, to O level and CSE. The 11 chapters are short, and cover the subject matter completely under the headings of "Design Vocabulary", "Raw Material", "Forming by Wastage", "A Basic Design Procedure", "Forming by Attachment: Adhesion, Bending and Turning", "Combined Materials", "Finishing Processes".

The introduction states that it is intended to reinforce the view that the study and practice of design are inseparable from the technology of materials and that the aim throughout the book is to establish in the reader's mind the relationship between form, material and means. The authors begin by exploring the general principles of design and clarify such terms as line, plane, mass and colour as well as the principle of composition, proportion, rythm, contrast and symmetry in a way that, although adult, will be readily understood by the pupil. The chapters on the "Raw Material", "Forming by Wastage", and "A Basic Design Procedure" have appeared in other books before but not in such a short and easy to read way. The same may be said about the remaining chapters as they have managed to avoid the "technical drawing" approach completely. The illustrations and photographs throughout assist the reader at every stage and show the sort of work everyone would like to see in the schools. This is not just another handicraft book as the authors start from the conviction that craft skill must be taught in close conjuction with the principles of design and materials technology.

A Basic Course of Practical Metalwork. By J. R. Bedford. Murray £1.15. 0 7195 3206 X.

The new metric edition of this book appears to be basically the same as when it was first published in 1960 and that was 15 years ago. The preface states that "a well organized basic course is the touchstone of success in metalwork teaching", it also states that "there can be no ideal course". Both these statements are true as is "the value of his learning will become more apparent to him if it results in a pleasing model which he can take home or otherwise display for approval". But what if the boy is asked to make a picture hook, shoehorn, turn button, tin-plate tray, poker, caddy, spoon, garden rake or gate latch? These are just a few of the things that this book suggests should be made at school and taken home for approval. They may have been acceptable 15 years ago but there can be few boys who would get any satisfaction from making such models today and it is also doubtful if the teacher would get any job satisfaction either.

POSSIBILITIES OF LETTERFORMS

Lettering. By John W. Cataldo. Oak Tree Press/Ward Lock. £4.25.

The foreword to this book deplores the trend toward transferring letter forms unchanged from alphabets to otherwise original designs. The book is designed to encourage the student to leave the stamp of his own personality on work executed.

Much of this book is concerned with calligraphy. Sections on the forming of various hands contain little that is new, although the pen strokes and angles are well shown. Novelty is provided by the author's stimulating approach to the teaching of the art, through a series of assignments designed to reinforce the student's skill requirement.

The section on "Mechanical Lettering" will not find favour with those who revere the proportions of the classic Roman letters, indeed this section seems out of place in the wealth of fine examples of calligraphy to be found on other pages.

An expensive book, beautifully presented, for devotees of calligraphy and those wishing to experiment with new ways of exploring the possibilities of letter forms, whether as graphic images or for purposes of communication.

Alphabets and Images. By Maggie Gordon. Batsford £2.95. 0 7134 2878 3.

"Inspiration from letter forms" is this book's sub-title. Certainly there is much to inspire in this well-presented manual. The reader is asked to consider letters as pleasing shapes and ways are suggested in which a new look at our 26 letters can add another dimension to our sources of design inspiration.

Letter forms are shown in stages of disturbance, disintegration and diffusion, counter shapes are explored as are the textural qualities of type faces. Letter forms are found in photographs of arches, park benches and walls.

The section on "Emotive Letters" may be thought the highlight of the book. It is shown that an angular sans serif capital "A" is hardly an "A is for apple" choice. Then a round appetizing lower case "a" is offered as having real visual regard for the apple. A complete alphabet along these lines is shown and one wonders if such a method might hasten young people's understanding of letter forms.

L. L. Lawrence

Among this week's contributors

C. Arnold Anderson is Professor of Comparative Education and Sociology at the University of Chicago and Visiting Professor in Comparative Education at the Institute of Education, London University.

Edward Neill is a lecturer at Chelsea College, London University and a tutor for the Open University.

Geoffrey Parkinson is a probation officer.

Robert Oxtoby is Principal Lecturer in Science and Mathematics, Department of In-Service FE Studies, Huddersfield Polytechnic.

TIMBER TRADES

Carpentry, Joinery and Machine Woodworking: Wood Trades Part 1. By A. B. Emary. Macmillan £2.50. 333 15453 0

At the beginning of many craft textbooks will be seen acknowledgments by the authors for help given to them in the preparation and reading of their manuscripts. A. B. Emary makes no such acknowledgment so I presume he completed his work unaided, and there may lie the fault in this book. Critical eyes in the pre-publication stages would surely have noted the errors and clumsiness in writing which spoil a useful textbook for apprentices following the City and Guilds of London Institute Syllabuses for the Timber Trades.

Four conventional, though limited chapters on materials, tools, joints and portable power-tools lead to a substantial section on woodcutting machinery with very necessary emphasis on the safety regulations relating to such machinery which form part of the Factories Act.

Shorter, but adequate, chapters are concerned with ironmongery and the main aspects of carpentry and joinery work. A chapter on Technical Drawing and Geometry completes the book.

The text is well illustrated by photographs and many excellent line drawings which sometimes lose their effectiveness by being over the page from the relevant text, which I found made reference to them rather awkward.

Interspersed among the chapters are sets of questions which can be answered in the spaces provided in the book or, of course, separately.

This book is intended to be the first of a series. Perhaps in his future books Mr Emary and his publishers will spare his readers references to the structure of casement "widows".

Allan A. Edlund

MOULDING

Design with Plastics. £2.00. 0 435 75907 8. *Basic Electrical and Electronic Construction Methods. Heinemann/Schools Council.* £1.30. 435 75912 4.

Two further Schools Council Project Technology handbooks again demonstrate the versatility and value of the series. In eight years the Project has been responsible for 15 volumes, all admirably fulfilling the aim of helping teachers to promote a better understanding of the relevance of technology to society, and to relate and apply the subject.

Plastics are now so ubiquitous that it is difficult to appreciate how recent has been their use on a large scale. Here we have a little of the history, and descriptions of the moulding and forming processes—doubly useful since so few reliable, elementary texts are available. This is followed by detailed suggestions for projects.

Especially to be commended are the frequent references to essential safety precautions. Work with plastics can (but need not) be dangerous. There are potential hazards to the respiratory system (for instance, toxic gases are produced in some processes), the eyes (at risk from dust or waste particles), and the skin, while fires and explosions are not unknown.

There is no reason why, with adequate control, all the work described here should not be carried out with complete safety. But care and vigilance are the keywords.

Much the same comment might be made about work involving electricity, and the other handbook puts in the right check-questions at appropriate points: can a circuit present any danger from shock or fire?; can any live contacts be touched?; will high voltages exist at open terminals?; and so on.

F. W. Kellaway

PAPERBACK

BURIED DEEP

John Horder

A Seventh Man. By John Berger and Jean Mohr. Penguin £1.00. 0 14 02 1881 5.

There is an almost mythical story near the beginning of John Berger's new book about the experiences of migrant workers in Europe. Two migrant workers embraced everything that was familiar in the other, when they met for the first time in the new city.

The first said: "'Here you can find gold on the ground. I am going to start looking for it.' The friend who had been in the city for two years answered him: 'That is true. But the gold fell from very high in the sky, and so when it hit the earth, it went down very deep.'"

To carry the analogy slightly further than was intended, if there is any gold or vein of poetry in Mr Berger's text, then it must indeed be buried very very deep amidst so much propaganda in favour of communism and directed against the dehumanization of work by capitalism. There is included, though, at the beginning, a magnificent translation of Attila József's poem "The Seventh". He is probably right in what he has to say about the dehumanization of work. But one questions whether the remorseless, grinding way he says will help his cause any. I can hardly think that it will. eJan Mohr's photographs are They will be remembered after Mr Berger's tub-thumping text has been long forgotten. I would respectfully ask him to read what Kohlil Gibran has written about the dignity of work in the poem "The Prophet", before setting pen to paper again.

A photograph from 'Street', a housing project for 9-13 year olds produced and published by the Shelter Youth Education Programme.

Mimicry and make-believe—in pursuit of the real thing

by Ann Crawley

Simulations are models of the real world. Instead of a classroom discussion, the students become involved in decision making, learning that in real life there are few right answers. There is no teacher in a simulated council office, a newsroom or a foreign ministry. Information is available and the students have to sort it out for themselves.

Until recently all commercially published simulations were American. Now there are several home-grown varieties. Many are simple enough to be introduced by a teacher with no previous experience. They are suitable for average 14 and 15 year-olds upwards.

The Railway Pioneers Game by Rex Walford was probably the first commercially produced British simulation. Published by Longman, it is designed to give an insight into the geographical and economic difficulties of the early railway builders in the United States. It is a useful model for group discussion and decision making.

The students are divided into groups representing the railway companies. As the name implies, it is more a game than a simulation. It is played on a map of the United States, there are few opportunities for individual role play and, as the companies usually operate as watertight units, there is not a great deal of scope for the development of communication skills. The game does, however, have much to recommend it as a beginning.

Tenement from Shelter is part of the *Housing for You* kit, but can be purchased separately. It is not a game. Participants are either individual occupants of a run-down tenement or the landlord or agencies. There can be one or several members of each agency, and they include a rent tribunal, the Department of Health and Social Security, and a citizens' advice bureau. The agencies can be located round the outside of the classroom with labels, and the "tenants" preferably with name tags, can approach whichever agencies they think might help them.

One tenant is Albert White, an old age pensioner, on the top floor, while the Campbells, a West Indian family, live in the basement of the same house. They all have problems. The controller has some chance cards which he can feed in if it seems desirable. One says "You have been made redundant" and another, for the landlord, says "A property developer has just offered you £15,000 for the house, but will only buy it if there are no tenants".

The controller must keep an active eye on progress because there may be a queue at some agencies and no one at all at others. If participants are twiddling their thumbs or becoming frustrated in a queue then the controller can take the view "That's life" or can re-allocate some of the roles. And there are times when the controller himself might need to take a role, such as that of a policeman. Although *Tenement* is designed to give an insight into housing and social issues, it also gives plenty of opportunities for communication skills. A later simulation from Shelter is reviewed on the right.

Man in his Environment (Coca-Cola Export Corporation) focuses on the map of an underdeveloped town and includes various items which can be placed on it, such as a dam on the river, or an out-of-town shopping centre. It is probably advisable to take one item at a time. There are short profiles for individuals or groups—developers, shop keepers, preservationists, and so on. Examples are: will the out-of-town shopping centre kill the High Street or are there enough people in the surrounding area to have both?

Nine Graded Simulations by Ken Jones (ILEA Media Resources Centre) are sold in three batches of three. Their titles are *Survival, Front Page, Radio Covingham, Property Trial, Appointments Board, The Dolphin Project, Airport Controversy, the Azim Crisis* and *Action for Libel*.

They are graded in such a way that the students (and the teacher) can progress rapidly through a variety of different forms of communication skills. They are easy to introduce and because the basic form is repeated—controller's notes, notes for participants, profiles, etc—the students are soon able to organize the simulations themselves.

The teacher's role is radically altered to that of presenter. He selects appropriate material, plans the layout of agencies and organizes resources. He allocates roles at the start, subtly managing the situation until the students reach a sufficient degree of self-awareness to do this themselves.

His most important function is to master-mind the debriefing and discussion at the end of each simulation, when the participants discuss their role, try to assess the simulation and decide whether their decisions were valid. The teacher is often cast in the role of mediator between pupil and authority. But as the students gain confidence the emphasis shifts until both they and the teacher are together debating the validity of and principles embodied in each simulation.

The neutrality of the teacher is important. He may not agree with what is decided but should keep his views to himself. It has been said that simulations provide a way of examining current social issues "which in most teaching situations using other methods are, due to their difficulty and subtlety, virtually untouchable".

In *Property Trial* the situation is rigged so that the rich get richer and the poor (unless they are very smart and cheat) don't. It is an interesting exercise to give the aggressive, intelligent students the poor roles, but also a test of the teacher's neutrality and his ability honestly to chair the ensuing debriefing. One pupil wrote ruefully: "I learnt a lot from the simulation. Next time I will speak up and say what I think to change the system to a system through which I can benefit. If I want to make my life happier, I will have to go out and compete. I may be cheated, but at least I expect that, and will be more careful in the future."

Simulations can be an ideal starting point to the year. As one student said: "They help people to get to know each other." He was one of a class which had taken part in half a dozen ILEA simulations. "Without knowing it you sort of pour your personality out." Another remarked "They help teacher get to know you as a person—they've had a sample of your character and your reactions to situations".

Teachers who have no experience of simulations may prefer to wait until later in the term when they know their students better, but this decision would probably be based on the assumption that the teacher has a difficult role. The reverse is true.

Another reason for starting with simulations is given by Mr. Richard Exton, head of the English department at a comprehensive school, who is involved in the humanities curriculum project. He has been faced with the difficulty that students sometimes become frustrated because the teacher acts as neutral chairman, and they demand to know what the teacher's views are. Simulations are models of the real world and can thus demonstrate the value of having impartial chairmen.

Instead of having a classroom discussion, the students become part of the situation and often take on the roles of people with conflicting interests. Neutral chairmen are then seen to be desirable.

On those occasions where the participants who took the role of chairman of a town council committee, or a public inquiry, departed from the profile and started giving their own views, the result was counterproductive. It antagonized not only those who were opposed to the chairman's views, but also the waverers. In one such simulation during a (built-in) tea break, members of the committee organised a successful revolt to unseat their chairman.

Let another student have the last word—"I think the simulations are very clever because they throw you into situations which make you think. That's why I feel that if taught at the right stage at school—given, not taught, because you can't teach these things—it could be really excellent. It's a sort of window on to reality."

Constructing a better world

Street. By Shelter Youth Education Programme, 86 Strand, London WC2R 0EQ. £7.30.

This is a housing project for nine to 13-year-olds. The kits explore the difficulties of seven fictional families living in an area where much of the housing is inadequate.

The first unit, "Our Street", is intended to engage children's interest in these families. The main waller holds a wallchart, showing the interiors of the houses and the life contained in them, in attractively drawn cross-section. A second layer flaps down over the interiors, depicting in sterner photographic terms the houses as they appear from the street. Then there is a wallet for each household, with cards containing brief descriptions and line drawings of the characters.

The first side of a cassette tape accompanies this section. On it the Anna Scher Children's Theatre provide excellent thumbnail sketches of the stresses and strains that housing inadequacy places on relationships.

This section also includes cards called "And When", in which possibilities of change are brought up to stimulate further discussion. The topics are open-ended, although they do put specific choices before the children.

The second and biggest section "Change for the Better" demands different skills. It introduces students to the technicalities of solving a "housing problem" by improvement or redevelopment. It contains copies of official leaflets, letters and cost assessments, a grid for drawing a map outline on, and photographs in small poster format.

The tasks envisaged are a survey of a local housing area; working out the costs; understanding evictions and official language; and interview techniques. All these can be tackled from the material available, although this set involves more plod than any of the others in, for example, translating the official letters into comprehensible la guage. However, the confiden gained from the enterprise is nece sary for the next section.

The third section, "Wh Decides?", contains cutouts f planning house-conversions, extrac from council minutes and an are profile guide—a set of photograph of people working, living or playi in an area. The children have t refer back to their own survey o a housing area and see how the would develop it.

They begin this section by seei how improvement grants work a then go on to see how counci either change or improve existi stock. In this way they follow ce tain planning procedures—seei the social cost of extra expenditu on home improvements or how t bring pressure on a local counc They then go on to plan a wh area in map or model. Teache are warned of the difficulty of th section, which needs a great de of coherent practical inventiven that must be carried through t complete the planning project.

The fourth section returns th class to the hypothetical familie They look at the consequences, d sirable and undesirable, of bein rehoused. More posters, a quotat sheet and a cartoon-strip descri tion of a family move provide visu stimulus, and the second side of th tape fills it out. Thus the exerci of their planning skills is shown t be also an exercise in social co cern.

This kit provides a large amou of work for both teacher and st dent. Unlike most "resources" i justifies the name. The childre using it have to undertake maj essays in the construction of a so ally worthwhile world. The fa that it is made and presented b people committed to changing Br tain's housing situation is a poi in its favour as it does encoura the child using it to perceive h own home as part of a social sy tem.

Deborah Tho

QUALITY PRODUCTS · COMPETITIVE PRICING
FIRST CLASS SERVICE

Three good reasons to buy your calculator from Taylor-Wilson. This week we offer the NEW Hewlett Packard HP-25 Programmable, Scientific Pocket calculator with a specification that makes it ideal for scientists, engineers, mathematicians and statisticians including:

- *72 pre-programmed keyboard functions.*
- *Fixed, scientific or engineering notation.*
- *R.P.N. logic with 4 register stack.*
- *8 addressable storage registers with full register arithmetic.*
- *49 step programme memory with branching and eight different logic comparisons plus merged key codes.*
- *Complete with a comprehensive manual of routines.*

TAYLOR-WILSON SYSTEMS LTD.,
FREEPOST, Dorridge, Solihull,
West Midlands B93 8BR
Tel: Knowle 6192/3/4

Brochures and Education Price List on this and all other leading calculator models from the specialists:

HEWLETT hp PACKARD

Travelogue, travesty or truth?

by Deborah Thom

The Soviet Union. Encyclopaedia Britannica Educational Corporation. Fergus Davidson Associates Ltd, 22 South Audley St, London, W1. £24 (excl VAT).

This sizeable kit contains eight filmstrips each from 76-84 frames and four records as well as a fat teacher's booklet in eight sections called a guide. As well as reproducing the commentary on the appropriate record, it gives a series of objectives, a summary of contents and a set of questions for students to answer from the narrative. The result would seem to be a truly encyclopaedic knowledge of present-day Russia.

Unfortunately the result does not justify those high hopes. The kit does not convey enough information to be encyclopaedic. It best resembles a travelogue of the 1950s. It is marred for a British audience by deeply embedded assumptions presumably common in America. The only way in which it does differ from the thinking of the 1950s is that it is also an attempt to justify and explain detente.

However détente does not appear to lead to understanding. The history of the establishment of the USSR is stated so baldly as to be totally erroneous. The description of the revolution (which, that of February or of October, we are not told), as "a Marxist Utopia where all wealth is to be owned and shared equally by the heroic workers" is so wrong in every particular as to force the listener to think that the author has read neither Marx, Lenin nor any history of the Russian Revolution. No Marxist believed in or worked towards a utopia; other socialists were commonly criticized by Marxists for being utopians. The workers were not to share all equally at all; every schoolchild (except one using only this set) knows the slogan for socialism, not coined by Marx, "from each according to his ability, to each according to his needs".

The narrative makes this even worse by saying that "profits would be shared equally"; even a brief reading of the remarkably short *Communist Manifesto* would appear to indicate that profit would not exist. The narrator then transports the innocent listener from this false description of Marx's thought to a description of the reality of Soviet power, the substitution of the party bureaucracy for the working class. Yet the student is not given any reasons to explain this—whatever the compiler's political views, he owes it to his listeners to provide some explanation.

The section from which these quotes are taken is called "Soviet Life". It is in many ways the most important strip. It looks at a Soviet family through their housing, work, amusements and religion. The narrative is a series of assertions sparsely decorated with facts. By the penultimate frame disbelief can no longer be suspended. We hear that the Lunin family, the focus of the photographs in the strip, may have a life "that is unexciting by Western standards". What on earth, any student might ask, is an exciting life by Western standards? Do we all have it? Does it mean anything if we do?

The filmstrips on Soviet agriculture and industry might be expected to provide some solid information. There is some improvement in this respect but not enough to make it interesting. "Industry" is actually a historical narrative. Once again we are taken direct from 1917 to Stalin's first five-year plan. The NEP is ignored, the effect of the civil war goes unmentioned. The illustrations are either incomprehensible or banal. It is difficult to see the difference between a plant producing aluminium and one producing steel yet their outsides are flashed on the screen.

Inadequate safety precautions in industry are illustrated by a picture of a man not wearing a hard hat. The strip finishes with the family Lunin again and, with an unexpected economy from so large an enterprise, some of the same pictures are shown as we saw in "Soviet Life".

The strip on agriculture is similar in composition, going from the generalities of history to a particular large collective. This, the narrator tells us, is a "model collective which works very well", although, "the same cannot be said of Soviet agriculture as a whole". Evidence for this is sparse "Too many people work on the land", they say, but once again we are not told why or by how much.

Three of the other strips on Siberia, Mongolia and Soviet Central Asia provide some beautiful pictures rendered boring by a narrative that makes these extremely interesting and unknown places seem dull. The occasional snatches of melody "typical" of the area do not sound, to this ear, particularly authentic but since they are not attributed it is difficult to judge.

The strip on education, which is both more polemical and more informative than all the others, ends with a conclusion that the Soviet system is rigid, restrictive and highly intolerant of individual thought or criticism. This is in a sense a true statement: the students who were expelled from universities for pointing out the un-Leninist nature of the invasion of Hungary in 1956, and those in 1968, are evidence.

However, the student watching this strip has no such information. The overriding conclusion is not one about the content of educational courses but about the merits of easily accessible nurseries for all mothers. It is interesting that the continual implied contrast with the United States is only drawn here by saying that most mothers have to work in the Soviet Union as if most did not in the United States. The introductory or concluding sequence, "Soviet Land, Soviet People" is in many ways the worst strip. We learn that the Soviet Union is big, dominated by the Russian republic, filled with social and climatic contrasts and runs the Eastern block through Comecon, and that is all.

No student could base his opinion on what sort of society the Soviet Union is, on what is provided in this set. If children are to learn anything about the rest of the world they are going to do it with accurate information, well-integrated pictures and text, and clearly expressed opinions. They are going to be bored or bewildered by something like this. Banal opinions masquerade as informed comment. Children are well able to take new ideas: their minds are not usually as closed as adults: but this strip does not even give them those. The bland narration makes the pictures into a form of mental wallpaper.

A mixture of medieval minstrelsy and supersonic sound

Troubadours and Minstrels. By Brian Sargent. Cambridge University Press £1.25. 204763

This attractive little record is intended solely as a supplement to Brian Sargent's two collections of medieval music, *Troubadours* and *Minstrels*, already published by Cambridge University Press. Medieval music has become increasingly popular over the last few years and the record shows how this type of music can be used in class teaching.

Nine vocal and instrumental numbers from the books appear on the record, sung and played by pupils from three schools of different types. The sleeve note points out that these recordings are in no sense concert performances, but represent what appears to be fairly routine class activity in these schools. As a result, there are traffic noises, the thunder of distant aircraft and other distractions, together with a few wrong notes. Surprisingly these faults do not detract from the vigour and energy of the performances.

There is some attractive singing from Priory Junior School, near Slough, and a full-blooded reading of the song "Hey, Robyn" from a group of eight sixth-form boys at Norwich's Eaton School, together with a lively performance of "Venite a laudare" sung by a group of 30 13-year-olds. The music from Hearsease Middle School is equally attractive.

Colin Evans

ELIZABETH WRANGHAM looks at materials on the Third World for secondary schools

Interdisciplinary indiscipline

Dousadj: A Village in Iran. Oxfam Education Dept., 274 Banbury Road, Oxford OX2 7DZ. Price: £1.60

Sifting through the 31 sheets of black and white photographs of poverty, arid desert, and teams working on the construction of new buildings was like arriving late for a silent film that had no subtitles. Where was Dousadj and what was special about it?

Something of this sense of bewilderment and confusion remains as one gradually works one's way through this substantial folder of strangely miscellaneous information. Only from the 32nd item does it emerge that Dousadj is a "fairly typical Poor World village" 180kms from Teheran, suffering from "the vicious cycle of poverty". To compound its troubles, it was one of the 300 Iranian villages destroyed in the earthquake of September, 1962.

"The European Working Group" undertook to rebuild one village, and were assigned Dousadj. Typically, an explanation of who this group are (or rather were, as we learn later they were disbanded in 1968, though we are not told why) appears much later in the pack in the small print of another booklet.

The EWG were a voluntary organization based in Amsterdam. They had members doing emergency relief work in Iran in 1962 who chose to stay on to help with reconstruction. Again, one finally learns that the data in the pack were collected by one of the Dutch student volunteers for drawing up an agricultural development plan for Dousadj. This is illuminating as it explains why much of the material included is only of interest to an agronomist and is of little use for the classroom.

It is difficult to see what a teacher, let alone any children, could make of technical details such as the estimated agricultural capacity of different parts of the suburbs, or the 1964 irrigation crop or crop group, or the prices in rials a kilogram for certain dyes of wool.

Of course detailed information on the standard of living and the difficulties of irrigating wheat, beans and alfalfa and so on, would be both useful and interesting, but little ideas of these emerge from this mass of undigested material.

When matters of general importance are touched upon, such as the Shah's Land Reform of 1961-2, or the recent failure of the village cooperative, they are not explained at once. It is only gradually learnt that the landowners' powers and ownership of property were considerably reduced and when the local landlord moved away the villagers attempted to form a cooperative to fill the vacuum.

Finally a loose-leaf sheet at the end of the pack gives the necessary brief explanation: the Land Reform Act limited the landlords' holding to one village (the landlord at Dousadj had also owned 12 villages) and allocated land to peasants who cultivated it. Thus, the small holders benefited rather than the landless peasants. Those who received land had to form cooperatives to provide the necessary credit and to supervise matters of general importance to the community's agriculture, such as the maintenance of the *ghanats*, or deep wells, and the irrigation channels.

The authors excuse their failure to collate this material satisfactorily by stating it is intended for interdisciplinary studies: "You will notice that the material falls under no particular subject heading . . . Life is not compartmentalized . . ."

Some items seem to be of no use at all. Is the sheet on "the typical day in the life of a volunteer" at Dousadj in 1963, carefully noting exactly what was eaten and drunk five times a day, intended to encourage schoolchildren to follow suit? The ground plan of the new houses does not add much, nor does the questionnaire, with questions such as "What are the kinship ties within the household?", which are given without any answers.

Some interesting miscellaneous items only serve to show how a useful folder could have been produced if more thought had been given to what is useful for schools. The sheets with comments and photographs on Islam, family and marriage and carpetmaking, for example, are superior in content and design. The leaflet on Persian cooking is a good idea, though ravioli and peach dessert do not seem very exotic, apart from some unexpected spices. The small record of a harvesting song is interesting and attractive.

Although the inclusion of a reading-list is a helpful start, the amount of reorganizing and recasting of material that would be needed before using this pack in school presents the teacher with some formidable homework.

Aiding and abetting

Overseas Development: British Aid (1975) Eland House, Stag Place, London SW1E 5DH. Free

This pack of loose-leaf sheets has been produced by the information department of the Ministry of Overseas Development to give information about British aid. It would provide good display material for any discussion of aid programmes.

One sheet of charts shows differences in the levels of GNP between a sample of rich and poor countries, proportions of populations living on the land, and comparisons of average life expectancy and protein consumption. On the back of this sheet there is a substantial amount of information about the amount of government aid given (considerably less than most of the other five main aid-giving nations) and an analysis of exactly what it is spent on, such as loans, technical assistance, training schemes, research projects, the Commonwealth Development Corporation and so on, including the aid channelled through the International Agencies such as the World Bank and the UN Development Programme.

The 16 sheets of photographs (seven black and white and eight in colour) that form the rest of this pack are illustrations of particular examples of such aid projects, to improve agriculture, health, education and industry. The standard of reproduction and the limited amount of clear information on each sheet are generally good. The subject varies from tea plantations in the Seychelles to a Nigerian institute for oil palm research, improved wheat in the Andes, training of nurses in the Gilbert and Ellice Islands, birth control posters in India, a literacy class in Mali, a school in Ecuador, and an industrial training project in Singapore.

SLIDE RULE SCALES FOR THE WHOLE CLASS
ONLY £4.50!! + VAT
30 pairs of scales. Class Pack.
Tough 3mm ABS. Introduce slide rule multiplication and division.
EMBOSSED GRADUATIONS
Buy your Class Pack from OED
8 Diana Close,
Gosport, Hants PO12 2RJ

TALKBACK

The page for ideas, argument, experiences and research

Aberystwyth students bring books to the people
Bristol teachers write their own in-service timetable
Sevenoaks sixth-former writes about a drama task force

Pavement library

John Spink

Aberystwyth is a small town which has managed to avoid the Industrial Revolution and has never been tempted into the twentieth century. Its major industry is hospitality—to students in the winter and to Midlands holiday makers in the summer. It is a place with a higher than average population of elderly folk; a place where "immigrant" means "English".

Students at the College of Librarianship, Wales, on the edge of the town, felt that there must be many people who did not know about the variety of books and services available to them: for example, large-print books for the partially sighted, the wealth of materials available in Welsh or books for recreational use. With the support of the Dyfed County Library and its staff, a dozen students organized a pavement library, a small selection of books which can be informally displayed and publicized on a small site, a stretch of pavement or some vacant ground.

The first site chosen was the forecourt of a supermarket on a housing estate just outside the town. The college van drove up, 500 books were rapidly displayed on racks and boxes, gaudy posters erected, the story-telling team briefed—and the library waited for its first customers. The first callers were little boys on bicycles, those scouts sent out by the seemingly vast but underground population of boys. First difficulty—what to do with the bikes? One member of the team became a human bike rack.

The boys stocked up, predictably with horror stories and Kung Fu. Little girls, always in pairs, always responsible and purposeful beyond their years, stopped and explored the books. The neighbourhood dogs sent representatives who were hard to please and caused some anxiety. Although it was a cold evening, sufficient numbers of little children arrived to have a story-session. They were clearly impressed when a grown-up (at least 18 years old) was available to carry out their request to "Read us this one, Miss".

And the adults? They, busy making-ends-meet and hunting for a bargain at the Coop, were cautious. What were these young people about? Another religious sect? The offer of something for nothing except a name and address was highly suspicious. They tended to pass by, heavily laden with shopping, nervously calling their children away.

Encouraged by most of the things that happened on that first evening, the students carried out three further biblio-sorties, all focused on a central site in Aberystwyth. This site was a small vacant area at the junction of two shopping streets, the meeting place of the town's old people who sit on benches to take the sun and the day's gossip.

Many adults were attracted by the activity here, exploring the stands of books, talking, reading and borrowing. But the children were missing. Little boys do not scout around the centre of Aber. Most children were on the beach. Even the dogs were busy elsewhere. And the senior citizens, who had seen it all before, student rags and religious campaigns, sat impassively bookless. More effort will have to be made to attract them next time. . . .

The original inspiration for the activity came from a different world—urban America. The students saw a film of the pavement library organized in the chequered streets of Brooklyn and, despite the contrasts, saw its relevance to Aberystwyth. The Welsh are a cultured people, weaving an intimate understanding of a limited reading into their thoughts and feelings. But many of them did not realize the full range of possibilities offered by the material available in the library—not only scholarly works but "practical" books and "entertainment" books. Some had never discovered the library, felt it to be a forbidding place, "not for them".

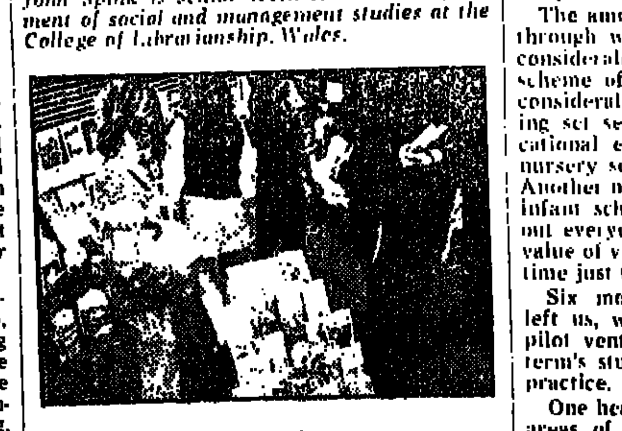
The students decided to take a slice of the library out to the people, to show what was available, but not to press for membership. People could browse undisturbed, could borrow from the street collection with the minimum of formality, without interference or pressuring.

The organization was undertaken by four groups of students, all volunteers working in their own time, all—as it happened—women, and all second-year degree students with little or no practical library experience. One team was responsible for the general planning, one undertook the difficult task of selecting the stock from the vast resources of the County Library, one concerned itself with publicity and the last prepared for story-telling. Two or three members of the college staff aided and abetted and tried to avoid imposing their own ideas. County library staff were involved at all stages and brought their professionalism to what might have been an amateur activity. Everyone within reach—the college graphics man who produced the posters and a bookmark, the van drivers and the university bookseller who provided the display equipment—was used with a genteel ruthlessness.

It would be difficult to measure the success of the experiment. There are no queues of new readers at the library. The real influence may be long-term: those people who browsed and passed by in the street may have been reminded of the library, may be the new borrowers in the autumn when the visitors have returned to Wolverhampton and Birmingham.

One objective was to give a group of students first-hand experience of planning and carrying out a library activity. This was clearly a success if one is to judge by the students' sustained enthusiasm (planning began in November last year), and by their comments at the meeting after the experiment. They had enjoyed working with practising librarians, with other members of the book world and with the public whom they are training to serve. The County Library staff appreciated the potential in this way of publicizing the library, of taking books out where people are working and playing. Talks have already started which may result in a more permanent plan for pavement libraries in the Aberystwyth area.

John Spink is senior lecturer in the department of social and management studies at the College of Librarianship, Wales.



New kinds of release

P. W. Taylor

For many years Bristol University School of Education has mounted a variety of in-service activities for teachers. These have varied from certificate courses to an annual programme of short courses and conferences for teachers in those counties now known as Avon, Wiltshire, Gloucestershire and Somerset.

In an attempt to re-examine what in-service education was all about, we proposed a pilot scheme to the Department of Education and Science in June, 1973. A small group of senior members of infant and first schools would spend one term full-time at the School of Education, following what we then called an "individual programme of in-service study", but which is now known as our "one-term attachment scheme". Under this proposal, accepted by the DES, teachers who wanted a term's refreshment, but who did not wish to attend a one-term traditional course, were invited to submit to us an outline of the sort of programme that they would like.

We emphasized, however, that as this was a pilot venture, the first programmes would have to be relevant to the school and/or classroom; and that if they were accepted to the scheme, teachers would be given tutorial support, including guidance in their reading, and that school visits would be arranged where applicable. There would be few, if any, lectures and for large parts of each week no supervision. We would only accept those people who understood what the scheme was about, whose programme was relevant and could be adequately supervised.

Thirty-eight teachers from all over the country applied for our first scheme, which ran during the autumn term last year. Some produced programmes we could not supervise, others were eliminated because they did not grasp what the scheme was about. Eventually we offered 11 places.

The 11 were five headteachers and six assistant teachers, some from infant or first schools, and others from junior mixed and infant schools. All became registered students of the School of Education.

Miss E. M. Parry, director of the Schools Council Pre-School Education project and a member of the Plowden Committee, became the course tutor. She supervised 11 programmes of in-service study, all of which were related to areas in which she had considerable knowledge and expertise. The programmes included "Family and School Relationships", "Language and Reading", "Pre-School Education, with Particular Emphasis upon Language Development" and "Deprivation and Handicap". Some were chosen because they were relevant to the particular needs of the schools from which members came.

It was intended that, although the 11 would meet as a group for a short time each week, most supervision would be more personal. However, this pattern changed and the group tended to meet as a group for a whole day a week, when they read prepared papers to each other, informing their colleagues of the progress of their project and of points of interest. Individual tutorial guidance was given when considered necessary. We also arranged for four professors from the university to talk to the group on topics of current educational interest, and fitted some members into other teaching programmes in the school which had something to offer their particular programmes.

The amount of work that each member got through was enormous. No one abused the considerable freedom and scope which this scheme offered. For example, as well as a considerable amount of reading and attending set sessions, one teacher visited 16 educational establishments, from playgroups to nursery schools, to nursery training centres. Another made 11 visits, mainly to nursery and infant schools, and read 73 books. Throughout everyone emphasized the importance and value of visiting other schools and being given time just to read.

Six months after our 11 members had left us, we asked for their reactions to the pilot venture and in what ways, if any, the term's study had affected their thinking and practice.

One head had made notable changes in the areas of reading and parental involvement. She had introduced an informal coffee club for parents every Wednesday afternoon from 3 o'clock, and was inviting parents into school to help children choose their library books. The coffee club had established an "outgrown children's clothes" stall, which provided a service to mothers and raised money for school visits. She has become much less rigid about children reading only those books which had a good proportion of familiar words, and had bought a much greater variety of reading books. Her attitude to parental help regarding reading had also changed.

Another head had taken to holding regular meetings with her staff, at which she discussed with them new ideas and findings which she encountered during her term's study. She is also now taking a new look at how her under-fives should be dealt with in the school. One of the assistants is taking up a headship this month. She says that the programme she followed has had considerable influence on her ideas and how she hopes to organize and run her school.

Yet another had planned weekly teach-ins and had carefully worked out a series of talks and talking points for her staff, but to date thought that the staff were not ready for them. Another stated that she felt more strongly than ever before the importance of the community having close links with schools, and also that she had a lot more understanding of educational articles and books which she now reads.

These are only snippets, randomly selected, of what the group gained from their term's study. Clearly there is room and a need for new approaches to be developed relating to the in-service education of teachers. Providing there is sufficient supervision and guidance, I think we have developed a useful contribution to likely changes, and one that has now been widened to include teachers throughout the primary age range.

P. W. Taylor is lecturer in education at the Bristol University School of Education.

Volunteering for therapy

Jonathan Bate

A little-tried way of integrating the mentally handicapped into the community is through drama therapy. Dramatic expression can not only widen the activities within an individual's capabilities, but can also lead to the establishment of personal relationships where a volunteer works with a handicapped person. Drama is, of course, more amenable to work with children than adults, simply because of their comparative lack of inhibitions and their wider range of movement. With this idea in mind, a pilot scheme for a "Drama Task Force" was set up in September, 1974, with the eventual aim of working with mentally handicapped children at The Croft, a Kent County Council residential assessment and training centre for mentally handicapped children.

Eighteen volunteers from the sixth form at Sevenoaks School had a term's training in dramatic technique with a trained drama teacher. The following term, six volunteers spent a weekly session with children at the Croft. In the third term the number of volunteers was increased to eight, and expert supervision was withdrawn, a volunteer taking over the general organization of the sessions.

The difficulties we faced varied from child to child, but certain basic difficulties were experienced: lack of communication, limitation of movement and indiscipline/inability to concentrate. Some of the children could speak at all [illegible], and two of them could not speak at all. Though it was often difficult to make the children know what was required of them, they were always affectionate, and usually managed to achieve a given exercise one way or another.

On a practical dramatic basis, the lack of coordination among the children was the major difficulty. Some of them simply could not perform certain actions, though perseverance usually led to success, if only in a limited way. The other great difficulty, the absence of discipline and concentration, gradually receded as the children became used to the seniors, and accepted that they had certain things to do. The transformation of one child was quite remarkable: he began by almost running the session himself, but by the end of our first term he was one of the most obedient and responsive children.

Having overcome the inherent difficulties, we could concentrate more on realizing the aims of the therapy. We wanted to widen their range of movement through a variety of mime and movement, to encourage control of body, to develop a helpful atmosphere in a mixed group of volunteers and handicapped, and to develop individual relationships.

Simple actions, then mimes, and eventually more complex exercises of movement were the methods used to encourage better control of limbs. Success varied from child to child, but some improvement was apparent in even the most unresponsive cases, only after a period of weeks. We also tried to develop passive control of limbs. This was done through sitting round listening to a story, and above all by lying on the floor totally relaxed for up to five or six minutes. The relaxation was the most successful exercise. In the first session it was a total failure, but in the last session the children lay back still and silent for over six minutes.

Many of these activities were performed in pairs, each volunteer always working with the same child. Relationships soon grew, and it was perhaps in this respect that the children benefited most. The use of dramatic expression as a means to the establishment of individual relationships was an excellent way of getting volunteer-handicapped involvement. Integration as a group was achieved by the use of "playlets" and through a "dance routine" which was improved and developed in each session.

The drama therapy pilot scheme has been successful for the variety it provided for the children. The increased range of movement has been one striking benefit; the other has been that the children have met a new group of people, have set up new relationships, and have been dramatically involved with young people in the community.

Jonathan Bate is in the sixth form at Sevenoaks School.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 29
Other Appointments 29

Primary Education
Headships 29
Deputy Headships Senior Masters/Mistresses 30
Scale 2 Posts 32
Remedial Posts 41
Scale 1 Posts 41
Appointments in Scotland 41

Middle School Education
Headships 42
Deputy Headships Senior Masters/Mistresses 42
Domestic Subjects 43
English 43
Mathematics 43
Modern Languages 43
Music 43
Physical Education 43
Technical Studies 43
Other than by Subjects 43

Secondary Education
Headships 43
Deputy Headships Senior Masters/Mistresses 43
Remedial Posts 45
Art and Design 45
Classics 46
Commercial Subjects 46
Domestic Subjects 46
English 46
Geography 47
History 47
Humanities 47
Mathematics 47
Modern Languages 48
Music 49
Pastoral 49
Physical Education 49
Religious Education 49
Science 50
Social Studies 51
Speech and Drama 51
Technical Studies 51
Other than by Subjects 53

Junior Sixth Form Colleges
Headships 53

Special Education
Headships 53
Deputy Headships Senior Masters/Mistresses 53
Heads of Department 55
Scale 2 Posts 55
Scale 1 Posts 55

Independent Schools
Headships 56
Deputy Headships Senior Masters/Mistresses 56
Art and Design 56
English 56
Geography 56
History 56
Mathematics 56
Modern Languages 56
Music 57
Science 57
Other than by Subjects 57

Preparatory Schools
Mathematics 57
Pastoral 57
Science 57
Other than by Subjects 57

Colleges of Further Education
Directors and Principals 58
Heads of Department 58
Other Appointments 58

Colleges and Departments of Art 60

Polytechnics 60

Universities 60
Fellowships, Studentships and Research Awards 60

Colleges of Education 61

Adult Education 61

Community Homes and Associated Institutions
Headships and Deputy Headships 61
Other Appointments 61

Youth and Community Service 62

Overseas Appointments 63

Administration
Local Education Authority 64
General 65

Child Care 65

Educational Psychologists 66

Examiners 66

Ancillary Services 68

Miscellaneous 68

English as a Foreign Language 69

Educational Courses 69

Awards and Scholarships 69

Appointments wanted

Appointments wanted 69

Other classifications

Personal Announcements 69

Exhibitions 69

For Sale and Wanted and Postal Shopping 69

Holidays and Accommodation 69

Properties for Sale and Wanted 69

Nursery Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
(Re-advertisement)
AMPTHILL ROAD NURSERY SCHOOL
Bedford

Appointment of Head

Applications are invited for the HEADSHIP of this Group 2 Nursery School (Salary £[illegible] per annum) for 80 children, due to open in January, 1976.

Application form and further details from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford MK42 9AP.

Closing date: 22nd September, 1975.

Other Appointments

CAMBRIDGESHIRE
PETERBOROUGH AREA
OLD FLETTON COUNTY PRIMARY SCHOOL
London Road, Old Fletton,
Peterborough, PE2 9DR
Tel.: Peterborough 54467
(Roll 275)

Required for January, 1976: ASSISTANT TEACHER—Scale 1, to be in charge of the Nursery Class.

There is a possibility of housing in appropriate cases and the authority will assist with removal expenses.

Please apply by letter to the Headmaster, Mr. R. Turner, at the above address, enclosing the names and addresses of two referees as soon as possible.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
WOODHEYS C.P.
(390 mixed)
Meadway, Sale, M33 4PG
Tel.: 061-973 4478

NURSERY TEACHER—Scale 1.

Nursery training essential: Nursery experience desirable.

Responsible to the Head Teacher for all aspects of Nursery Teaching and Administration; mainly part-time pupils.

Application forms, available from the Head of the school, should be returned by September 26th, 1975.

Please enclose self-addressed foolscap envelope.

Primary Education

Headships

AVON COUNTY
WEST TOWN LANE J.M. School
Bristol BS4 [illegible]

Applications are invited for the HEADSHIP of this school. Salary in accordance with Group 5. Vacancy from 1st January, 1976.

Stamped addressed envelope for further information and application form, returnable by 19th September, from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol BS99 7EB.

BEDFORDSHIRE
EDUCATION SERVICE
[illegible] SCHOOL
APPOINTMENT OF HEAD

Applications are invited for January, 1976, for the HEADSHIP of this Group 4 Primary School (salary £3,7[illegible]-£5,1[illegible] per annum) which at present caters for pupils aged 5 to 10. Estimated September roll 195. Under the Authority's reorganization plan, the school is due to become a 3-9 Lower School.

Application form and further details from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford MK42 9AP.

Closing date: 22nd September, 1975.

BEDFORDSHIRE
EDUCATION SERVICE
SUNDON PARK JUNIOR SCHOOL
Luton
APPOINTMENT OF HEAD

Applications are invited for January, 1976, for the HEADSHIP of this Group 8 Junior School (salary £6,[illegible]-£7,113 per annum) which at present caters for pupils aged 7 to 11. Estimated September roll 688.

Application form and further details from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford MK42 9AP.

Closing date: 22nd September, 1975.

BRADFORD (City of)
METROPOLITAN COUNCIL
ST. ANTHONY'S FIRST SCHOOL
Windhill, Shipley
(Re-advertisement)

Required for 1st January, 1976, a HEADTEACHER for this Group 4, 5 class school situated in new buildings (opened 1970).

Previous applicants will be reconsidered.

Application forms may be obtained from the Principal Staffing and Training Officer, Directorate of Educational Services, 31-39 Piccadilly, Bradford, BD1 3TA, and should be returned to the Rev. Father J. O'Flynn, St Anthony's Presbytery, 43 Wrose Road, Shipley, Yorkshire, by 20th September, 1975.

Reference CT 151275 TES.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
RIPPONDEN JUNIOR AND INFANT SCHOOL

HEADSHIP of this Group 5 school from 1st January, 1976.

Application forms and further details are available on receipt of a stamped addressed foolscap envelope, from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1DW, to whom completed forms should be returned by 19th September, 1975.

CHESHIRE
EDUCATION COMMITTEE
WARRINGTON DISTRICT
[illegible] COUNTY PRIMARY SCHOOL
Pepper Street, Lymm
(Roll 375)
HEADSHIP (Group 5)

Vacancy arises at the above school due to the retirement of the present Head Teacher.

Applications are invited from suitably qualified and experienced primary school TEACHERS for this post, to take up duties in January 1976.

The school serves a pleasant residential area in Lymm, Cheshire and is within easy reach of the M6 and M56 motorways. The building is modern with excellent facilities which include seven classrooms and a hall. An annexe some distance away from the school is used as additional accommodation. There are playing fields on the school site.

The committee wishes to appoint a Head Teacher with a sympathetic, imaginative and enthusiastic outlook, capable of leading a staff of 15 teachers.

Further details and application forms from District Education Officer, Education Office, Priestley House, Sankey Street, Warrington, to be returned by 30th September 1975.

CHESHIRE
EDUCATION COMMITTEE
WARRINGTON DISTRICT
Re-advertisement
PADGATE BROOK ACRE COUNTY PRIMARY SCHOOL
Hilden Road, Warrington

Required for January, 1976: HEAD Group 5 school

This school was opened in 1972 as the first phase of a project intended eventually to provide separate junior and infant schools on adjacent sites in part of the Warrington New Town Development. Meanwhile, it is operating as a primary school, with 375 on roll.

The authority is looking for a Head with educational vision, who will continue the development of the school along the lines established by the present Head, who opened the school and has been appointed to another Headship. The building is of open-plan design and experience of working in open-plan situations will be a advantage.

Application forms, and further details, available from and returnable to District Education Officer, Education Office, Priestley House, Sankey Street, Warrington.

Closing date 19 September, 1975.

GRANGE COUNTY PRIMARY SCHOOL
Winsford
(1) HEADSHIP
(2) DEPUTY HEADSHIP

Applications are invited for the posts of Head (re-advertisement) and the Deputy Head of this Group 6 Primary School for January, 1976. Both posts are vacant owing to the promotion of the previous holders. The school serves a large estate in an "overspill" area of the town and it is hoped to appoint teachers sensitive to the educational and social needs of the children with proven leadership and administrative ability for the Headship and evidence of a Headship potential for the Deputy.

Previous applicants for the Headship will be taken into consideration.

Closing date 19th September, 1975.

Particulars from District Education Officer, Education Office, County Office, Watling Street, Northwich, upon receipt of a stamped addressed envelope.

COVENTRY (City of)
HOLY FAMILY R.C. JUNIOR SCHOOL

Applications are invited from experienced TEACHERS for appointment from January, 1976 to the HEADSHIP of Holy Family R.C. Junior School Group 5 Head Teachers Scale.

Application forms and further particulars from Director of Education, Council Offices, Coventry, CV1 5RS, returnable to Very Rev. Canon B. McKenna, Holy Family Presbytery, Parkgate Road, Coventry, CV6 [illegible], by 19th September 1975.

CUMBRIA
EDUCATION COMMITTEE
DENT (C. of E.) SCHOOL
Sedbergh
(Aided, five to 11; Roll 63)

Required 1st January 1976: a HEAD TEACHER (Group 2 Houghton).

Further details and application forms obtainable from C. D. Bishop, Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow-in-Furness, to be returned to the Rev. A. J. W. Barker, The Vicarage, Dent, Sedbergh, LA10 5QR, by 19th September 1975.

CUMBRIA
EDUCATION COMMITTEE
RAMSDEN COUNTY INFANT SCHOOL
Barrow-in-Furness
(County three to seven; Roll 140: Group 3)

Required 1st January 1976: a HEAD TEACHER for this newly-built infant school with nursery class.

Further details and application forms obtainable from and returnable to C. D. Bishop, Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow-in-Furness, by 19th September 1975.

DORSET
COUNTY RELIEF STAFF
Group 1 HEADSHIP with car allowance.

Applications are invited for the appointment of two County Relief Head Teachers, Group 1, from January, 1976, to be based in or near Dorchester.

The posts offer opportunities for a wide range of relief work in various types of primary schools with, for suitable applicants, the chance to participate in curriculum development and other special projects from time to time.

Generous assistance with removal and legal expenses.

For application forms (to be returned by September 22) and further details send foolscap stamped addressed envelope to the County Education Officer, County Hall, Dorchester, Dorset DT1 1XJ.

DORSET
CHESELBOURNE COUNTY PRIMARY SCHOOL
Near Puddletown
Group 2
Roll: 65

HEAD TEACHER required from January, 1976.

Generous assistance with removal and legal expenses.

For application form (to be returned by September 22) and further details send foolscap stamped addressed envelope to the County Education Officer, County Hall, Dorchester, Dorset DT1 1XJ.

DURHAM
COUNTY COUNCIL

Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIPS of the following schools

BUTTERKNOWLE COUNTY JUNIOR MIXED AND INFANTS
Group 2

FOREST-OF-TEESDALE COUNTY JUNIOR MIXED AND INFANTS
Group 1

Removal expenses, lodging allowance and travelling expenses payable in approved cases.

Canvassing members of the appropriate committee, directly or indirectly, strictly prohibited.

Application forms available from the undersigned on receipt of a stamped addressed envelope.

Closing date for receipt of applications: September 22, 1975.

D. H. Curry, Director of Education, P.O. Box, County Hall, Durham DH1 5UJ.

GLOUCESTERSHIRE

HEAD TEACHER required from 1st January, 1976, for
SHARPNESS COUNTY PRIMARY SCHOOL
New Town, Berkeley
(192 on roll)
5 to 11 years, Group 4

Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose stamped addressed envelope.

HEREFORD AND WORCESTER
COUNTY COUNCIL
STOURPORT-ON-SEVERN,
[illegible] FIRST SCHOOL
Almond Way, Stourport-on-Severn, Worcs.

Required for January 1976, HEADMASTER/HEADMISTRESS for this new Group 3 first school for the age range 5 to 9.

Application forms available from and returnable to the County Education Officer (S.LE), County Education Office, Castle Street, Worcester, WR1 3AG, on receipt of a stamped addressed envelope (foolscap). Closing date 19th September, 1975.

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH [illegible] C.E. FIRST SCHOOL
[illegible] Road, Redditch
Worcestershire B97 [illegible]

HEADMASTER/HEADMISTRESS required in January, 1976, for this Group 4 school.

Application forms and further details available from the County Education Officer (S.LE), County Education Office, Castle Street, Worcester WR1 3AG, on receipt of a stamped addressed envelope (foolscap), to be returned by September 22, 1975.

HERTFORDSHIRE
MAPLE CROSS J.M.I. SCHOOL
Denham Way, Rickmansworth

Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this Group 5 school. Vacancy from January, 1976.

Application form and further details from the Divisional Education Officer, Little Cassiobury, Hempstead Way, Watford WD1 3EY.

HERTFORDSHIRE
NASCOT WOOD INFANTS' SCHOOL
Nascot Wood Road, Watford

Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this new Group 4 school. Vacancy from January, 1976.

Application form and further details from the Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford WD1 3EY.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HAXEY C.E. PRIMARY SCHOOL
(Eight miles S.W. of Scunthorpe)
Number on roll 190, Group 4

PERMANENT UNATTACHED HEAD TEACHER. To be based in Scunthorpe. Group 2. Car User Allowance payable.

Applications are invited for the above HEADSHIPS, to commence duty in January, 1976, or as soon as possible thereafter.

Application forms and further particulars can be obtained from the Director of Education (H.Q. Schools), County Hall, Beverley, to whom completed forms should be returned not later than 17th September, 1975.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING APPOINTMENT

HEAD TEACHER POST

ROSEWORTH INFANT SCHOOL,
Rudyard Avenue, Stockton, Cleveland

HEAD TEACHER (Group 3)

Applications are invited from suitably qualified and experienced teachers for the above post which became vacant from 1 September 1975. The school serves a large council estate in the northern area of Stockton and is located on the same site as the corresponding junior school.

RE-ADVERTISEMENT

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Forms of application, obtainable from and returnable to the County Education Officer, Education Offices,

Classified Advertisements

The charge for advertising in all classifications is 52p per line (minimum 3 lines).

Display in classified advertisements £3.00 per single column cm (minimum space 9.5 cm double column at £57.00).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.
Copy should be sent to:
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

ilea
Inner London Education Authority

For teaching posts in Inner London

[illegible]

Derbyshire headships

GROUP 6

Tupton Primary School
360 children

Applications are invited from suitably qualified primary teachers for the Headship of this school situated four miles south of the town of Chesterfield.

GROUP 6

Spondon, Springfield Junior School
441 children

Applications are invited from suitably qualified primary teachers for the Headship of this school which is situated on the eastern outskirts of Derby.

GROUP 4

Pilsley Primary School
198 children

Applications are invited from suitably qualified primary teachers for the Headship of this school situated approximately five miles south of the town of Chesterfield.

GROUP 2

Staveley Woodthorpe C.E. (Controlled) Primary School
68 children

Applications are invited from suitably qualified primary teachers for the Headship of this school which is situated in the north east of the county five miles east of Chesterfield.

Application forms and particulars (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 9BG.

HEADSHIP

PINKWELL INFANT SCHOOL
Pinkwell Lane, Hayes, Middlesex UB3 1PG
(Group 5. Salary £5,184-£5,808, plus London Allowance £267.00)

Required for January, 1976, Headteacher for this infant school situated close to the M4 Motorway and consequent easy access to Central London.

DEPUTY HEADSHIPS

DEANESFIELD INFANT SCHOOL
Queens Walk, Ruislip HA4 0LR
Headteacher, Mrs. M. G. Britton
(Group 5, Salary £3,750-£4,933, plus London Allowance £267.00)

Required for January, 1976. Deputy Headteacher for this Infant School situated in close proximity to both the A40 (Western Avenue) and South Ruislip Tube station (Central Line).

BELMORE INFANT SCHOOL
Owen Road, Hayes UB4 9LD
Headteacher; Mrs M. Glsbey
(Group 4. Salary £3,360-£4,536, plus London Allowance £267.00)

Required for January, 1976, Deputy Headteacher for this Infant school situated in North Hayes.

In each case the Authority invites applications from experienced Infant teachers with a thorough knowledge of and commitment to modern educational theory and practice.

Application forms and further particulars available from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA. (Telephone: Uxbridge 38232, Ext 275.)
Closing date: Friday, September 19, 1975.

LONDON BOROUGH OF

75% removal expenses and some assistance with accom

Deputy Headships Senior Masters/ Mistresses

AVON COUNTY

[illegible]

Re-advertisement

NOTTINGHAMSHIRE COUNTY COUNCIL
EDUCATION COMMITTEE

Headmaster/ Headmistress

Everton Primary School

Chapel Lane, Everton. Doncaster, Yorkshire

Qualified teachers are invited to apply for appointment as Headmaster/Headmistress of the above school. Number on roll : 70. Salary : Group 2.

Vacancy to be filled 1st January, 1976, or as soon as possible thereafter

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP. Closing date: 19th Sep

---

PRIMARY
Deputy Headships
continued

CHESHIRE

EDUCATION COMMITTEE
WARRINGTON DISTRICT
SYCAMORE LANE COUNTY PRIMARY SCHOOL,
Great Sankey, Warrington WA5 1LA
Required January 1976 —
DEPUTY HEAD TEACHER, Group 6 School

Application forms available from and returnable to District Education Officer, Education Offices, Priestley House, Sankey Street, Warrington. Closing date: 22nd September, 1975.

CORNWALL

EDUCATION COMMITTEE

Applications are invited from men and women for the following DEPUTY HEADSHIP —

LANIVET COUNTY PRIMARY JUNIOR AND INFANTS' SCHOOL, Group 3 (near Bodmin), 119 on roll

Vacancy occurs on the 1st January, 1976.

Please state special interests and qualifications

Application forms and further details from the Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.

Closing date 26th September, 1975.

CUMBRIA

EDUCATION COMMITTEE

ASHFIELD INFANT SCHOOL
Workington

(County 4 to 7. Roll 225. Group 4). Required January, 1976, a DEPUTY HEAD TEACHER. In this open plan school. Music would be an advantage

NORTHSIDE SCHOOL
Workington

(County, 5 to 11 mixed. Roll 150, Group 3).

[illegible]

DONCASTER

METROPOLITAN BOROUGH COUNCIL

DONCASTER EDUCATION COMMITTEE

SHAW WOOD JUNIOR SCHOOL

Lower Mead Lane, Armthorpe, Doncaster

Telephone Armthorpe 307

Required for 1st January, 1976 —

SECOND MISTRESS. Group 7.

Closing date 10th October, 1975

Application forms available from the Director of Education, Princegate, Doncaster, to whom they should be returned as soon as possible.

DORSET

CHARMOUTH COUNTY PRIMARY SCHOOL
near Bridport
Group 5—roll 140

DEPUTY HEAD TEACHER required from January, 1976

Generous assistance with removal and legal expenses

For application form (to be returned by 22nd September) and further details send foolscap stamped addressed envelope to the County Education Officer, County Hall, Dorchester, Dorset DT1 1XJ.

EAST SUSSEX

COUNTY COUNCIL

CHURCH WOOD PRIMARY SCHOOL
Headmaster, Mr K. W. Austin
Deputy Headship—Group 6
Re-advertisement

Required for January, 1976, a suitably qualified and experienced TEACHER for the post of DEPUTY HEAD in this Group 6 school [illegible]

HAVERING

[illegible]

[illegible]

WEST GLAMORGAN County Council

Education Committee

Primary Education

Headteacher

Applications are invited from suitably qualified teachers for the following Headship in the Authority's service to commence duty on 1st January, 1976 or as soon as possible thereafter.

Pontrhydyfen Primary School
Pontrhydyfen, Neath
(Post Ref. 0P13/1.17.75)

This is a Group 2 School with a mixed pupil enrolment of 64 in the age range 5-11 years. The Headteacher is responsible for a class.

Application forms and further details of the post are available from the undersigned on receipt of a stamped addressed foolscap envelope

Closing date The closing date for the receipt of completed application forms is Friday, 19th September, 1975.

JOHN BEALE, Director of Education.
Education Department, Princess House, Princess Way, SWANSEA.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING APPOINTMENTS

DEPUTY HEAD TEACHER POST

CHANDLERS RIDGE PRIMARY SCHOOL
Chandlers Ridge, Nunthorpe, Middlesbrough, Cleveland

DEPUTY HEAD TEACHER (Group 5) Applications are invited from suitably qualified and experienced teachers for the above new post which will become available from January 1976. The school is at present under construction and is of an advanced design providing accommodation for 320 children.

Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. Forms of application to be returned not later than 19 September 1975.

SECOND MASTER/MISTRESS POSTS

(RE-ADVERTISEMENTS)

Applications are invited from suitably qualified and experienced teachers for the undermentioned appointments for January, 1976, or as soon as possible. The successful candidates will be paid on the appropriate Deputy Head Teacher salary scale.

JESMOND ROAD JUNIOR SCHOOL
Jesmond Road, Hartlepool, Cleveland

SECOND MASTER (Group 7) The post will involve the maintenance of pupils records and the development of existing liaison procedures with comprehensive schools. Candidates should indicate any particular areas of the curriculum in which they have a special interest

ACKLAM WHIN PRIMARY SCHOOL
Carlbury Avenue, Middlesbrough, Cleveland

SECOND MASTER (Group 7). The post will involve general responsibility for co-operative teaching arrangements in the junior classes. Applicants will be expected to display qualities of leadership and a knowledge of curriculum development in a co-operative situation

WHINNEY BANKS JUNIOR SCHOOL
Fakenham Avenue, Middlesbrough, Cleveland

SECOND MASTER (Group 7). The post presents a challenging opportunity and demands that applicants should have appropriate experience and ability in order to take a leading part in curriculum development throughout the school and to encourage the continuance of out-of-school activities. Ability to assist in the teaching of French and Music will be an advantage.

ST. PETER'S C.E. PRIMARY SCHOOL
Marshall Drive, Brotton, Saltburn, Cleveland

SECOND MISTRESS (Group 7). The successful candidate will be expected to take a leading part in the organisation of this modern open plan school and to develop co-operative teaching, team teaching and curricular studies. She will also be expected to display a thorough grasp of the principles and practice of primary education

Applications should be made by letter or on application forms obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. The closing date for receipt of applications is 19 September, 1975

SCALE POSTS

ROSSMERE INFANT SCHOOL
Catcote Road, Owton Manor, Hartlepool, Cleveland

SCALE 2 POST. Required for January, 1976, a suitably qualified and experienced teacher to be responsible for LANGUAGE DEVELOPMENT in the school

THE AVENUE JUNIOR SCHOOL
Cookgate, Nunthorpe, Middlesbrough
Cleveland TS7 0AG

SCALE 2 POST. Required as soon as possible, a suitably qualified and experienced teacher to play a leading role in a co-operative teaching situation in this school which is fully committed to co-operative teaching and individual learning. It would be helpful if candidates on their application indicate any particular curricular interests

(RE-ADVERTISEMENT)

DORMANSTOWN JUNIOR SCHOOL
South Avenue, Dormanstown, Redcar, Cleveland TS10 5LY

SCALE 2 POST. Required as soon as possible, a suitably qualified and experienced teacher for the development of MATHEMATICS and SCIENCE throughout the school

(RE-ADVERTISEMENT)

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required

Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement, unless otherwise stated

PRIMARY
Deputy Headships
continued

LANCASHIRE
[illegible]

LEICESTERSHIRE
[illegible]

LEICESTERSHIRE
[illegible]

LEICESTERSHIRE
[illegible]

LINCOLNSHIRE
[illegible]

NORFOLK
[illegible]

NORTHAMPTONSHIRE
[illegible]

NORTH YORKSHIRE
[illegible]

OXFORDSHIRE
[illegible]

POWYS
[illegible]

ST. HELENS
[illegible]
should be returned to him by Friday, 26th September 1975, at the latest.

THE CITY OF
Birmingham
EDUCATION DEPARTMENT

PRIMARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated please write for application forms to the Chief Education Officer (Staffing Branch), Margaret Street, Birmingham B3 3BU, and return your applications to the Head Teacher.

BURRINGTON PRIMARY SCHOOL
Darlington Road, Perry Barr, Birmingham B42 1QR
Scale 4 (Houghton) Head of Infants' Department. A well qualified teacher with good organizing ability required as soon as possible for this large Group E Junior/Infant School.
Vacancy due to promotion of present holder to Senior Mistress post. Applications by Friday, 12th September.

HEATHFIELD JUNIOR/INFANT SCHOOL
Heathfield Road, Birmingham B19 1HJ
Scale 2 Slow learners in Junior Department.

KINGS HEATH INFANT SCHOOL
Institute Road, Birmingham B14 7EG
Scale 2 Pre-Houghton plus S.P.S. Experienced and enthusiastic class teacher to take responsibility for the running and maintaining of a newly formed school library.

SPRINGFIELD JUNIOR SCHOOL
Springfield Road, Birmingham B13 9NY
Scale 3 Required for January, 1976 Responsibility for creative work in Art and Crafts etc S.P.A. allowance payable.

ST. AUGUSTINE'S R.C. J. & I. SCHOOL
Avenue Road, Birmingham B21 8ED
Scale 3. Head of Infant Department with special responsibility for Religious Education and general time-tabling. Applications to Correspondent Manager, c/o the School.

There is a scheme for assistance with removal expenses

(V18069)

CITY OF SALFORD
[illegible]

CITY OF SALFORD
[illegible]

SOMERSET
[illegible]

SUFFOLK
[illegible]

SUTTON
[illegible]

SUTTON
[illegible]

WILTSHIRE
SALISBURY
HIGHBURY FIRST SCHOOL
(Group 4 five to nine years)

DEPUTY HEAD for January 1976. Infant experience essential.
Application forms and further details from the Headmaster, Highbury First School, Highbury Avenue, Salisbury.

WILTSHIRE
THE GROVE COUNTY PRIMARY SCHOOL
Hazel Grove, Trowbridge BA14 0JG
Number on Roll 478
Group 6
DEPUTY HEAD Applications are invited from Teachers with good experience for this partial open-plan school.
Further details and application form from Mrs. D. Lock, 44 Silver Street Lane, Trowbridge. Completed forms returnable to her by 19th September 1975.

WILTSHIRE
TROWBRIDGE, THE GROVE COUNTY PRIMARY SCHOOL
Hazel Grove, Trowbridge
BA14 0JG

(No on Roll, 478)
Group 6

DEPUTY HEAD. Applications are invited from TEACHERS with good experience for this partial open-plan school.

Further details and application form from Mrs. D. Lock, 44 Silver Street Lane, Trowbridge. Completed forms returnable to her by 19th September.

Other Posts on
Scale 2 and above

AVON COUNTY
CROSSWAYS JUNIOR SCHOOL
Knapp Road, Thornbury, Bristol BS12 2HQ
Required for January, experienced TEACHER to take responsibility for MATHEMATICS and AUDIO-VISUAL AIDS. Interest in modern methods essential.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

CAMBRIDGESHIRE
[illegible]

CHESHIRE
[illegible]

CROYDON
[illegible]

CUMBRIA
EDUCATION COMMITTEE
ASKAM IN FURNESS COUNTY PRIMARY SCHOOL
(County, four to 11, roll 180)
Required 1st January, 1976, a qualified and experienced INFANT TEACHER. The school is currently being extended and remodelled on open plan lines and an interest in team teaching would be an advantage. Scale 2 post available.
Application forms, obtainable from and returnable to C. D. Bishop, Assistant Director of Education, John Whinnerah Institute, Barrow in Furness, by 19th September, 1975

CUMBRIA
EDUCATION COMMITTEE
BLACK COMBE JUNIOR SCHOOL
Millom
(County: seven to 11, Roll 340)
Required January, 1976 an ASSISTANT TEACHER (Scale 2) for the above open plan school, situated on the edge of the Lake District. An experienced and progressive teacher to be responsible for the development of mathematics throughout the school. An interest in games would be an advantage.
SEATON C. OF E. JUNIOR SCHOOL
Workington
(Controlled: seven to 11 mixed Roll 276)
Required January, 1976, an ASSISTANT TEACHER (Scale 2) to teach upper juniors, an interest in outdoor activities and physical education an advantage
WESTFIELD INFANTS' SCHOOL
Workington
(County: four to seven: Roll 215)
Required January, 1976, an ASSISTANT TEACHER (Scale 2).
WIGTON INFANT SCHOOL
(County: four to seven: Roll 219)
Required January, 1976, an ASSISTANT TEACHER (Scale 2). Music would be an advantage.
Application forms for the above posts obtainable from and returnable to R. G. Powell, Assistant Director of Education, Union Scotch Street, Whitehaven, by 19 September, 1975.

CUMBRIA
EDUCATION COMMITTEE
DANE GHYLL PRIMARY SCHOOL
Barrow-in-Furness
(County: five to 11 mixed: Roll 380)
Required 1 January 1976:
An experienced TEACHER (Scale 2) to take responsibility for BOYS' GAMES, in this pleasantly situated school opened in 1971
Application forms obtainable from and returnable to C. D. Bishop, Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow-in-Furness, by 3 October, 1975.

DERBYSHIRE
[illegible]

DEVON
[illegible]

DEVON
[illegible]

DONCASTER
[illegible]

DONCASTER
[illegible]

DORSET
[illegible]

DORSET
[illegible]

DORSET
[illegible]

EAST SUSSEX
[illegible]

EAST SUSSEX
[illegible]

EAST SUSSEX
[illegible]

HAMPSHIRE
[illegible]

CONTINUED ON PAGE 0

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT

Required for January, 1976 -

(1) CARLEY HILL PRIMARY SCHOOL
Experienced INFANT TEACHER (Scale 2 plus S.P. Allowance) to assist in the organisation of the Infant Department, with special responsibility for Art/Craft (including display).

(2) MILL HILL PRIMARY SCHOOL
SCALE 3 TEACHER OF INFANTS, with responsibility for Music throughout both Junior and Infant Schools. Application forms, obtainable from the Director of Education at address shown below, on receipt of stamped, addressed foolscap envelope, should be returned to him by 19th September, 1975.

Removal expenses and temporary lodging allowance may be granted in the case of appointee from outside the Borough.

Town Hall & Civic Centre,
Sunderland SR2 7DN

L. A. BLOOM,
Chief Executive.

EXTRA

Travel—mainly for school parties

US next year?

In 1976 the United States are celebrating the country's 200th anniversary, and traditional hospitality and national pride will be at their zenith says Dudley Wilson in this article. For children whose parents have managed to keep pace with inflation a "homestay" arrangement may still be on the cards

Welcome and challenge. (Statue of Liberty: New

Daily on television and cinema screens American legends, characters and scenery from Colorado's Grand Canyon to Manhattan's great gorges flash by to register on the inward eye. The United States is still the most powerful nation and youth finds it all fascinating: Nixon's Washington, Kojak's New York, John Ford's gaunt "western" landscapes, Cape Kennedy, where rockets power man to space. Image and reality are wonderfully confused in youngsters' minds and an urge to discover American life for themselves is acute.

School visits across the Atlantic have taken place for years on a modest scale. Now interest is flaring, growth certain, potential immense. Recently economics have assisted in bringing the United States closer. Higher inflation here and a stabler economy over there have narrowed the gap. Above all, cheap jet flights mean a transatlantic holiday is within reach of millions. United Kingdom citizens land in America on business or pleasure at a rate of one every 75 seconds, nearly half a million a year. An experienced master, whose invaluable advice is included in this article, describes an American visit best as "the jet-age version of day trips to Calais, pioneered by some adventurous schools in the 1930s".

As yet few travel agents specialize in such highly complex packages as school trips to the United States. It is essential to work through an experienced operator such as Peter Wright, once with American Pathways and now general manager of Jetsave Travel Ltd of Horley in Surrey. This organization has its own ABC flight programme from Heathrow, Manchester and Prestwick to eight United States destinations, using TWA Boeing 747 Jumbo and 707 airliners. One school took 150 pupils across and chartered its own 707, but most parties are smaller and must fit into ABC services. American visits are tailor-made to fit each particular school.

Without serious language difficulties, schools have no excuse to cut themselves off from people and simply goggle at places. Peter Wright, in cooperation with Ron Hallett, of Anglo-American Intercultural Society in New York, has tapped the tremendous American spirit of hospitality by arranging "homestays", the core of any school visit, where lasting friendships and impressions are created.

Homestays are not primarily exchanges, which become less attractive when expensive reciprocal entertainment has to be provided at home, but naturally much real understanding, interchange and indeed even marriages result. Homestay is unique, America at her best and, of course, it helps keep costs down. Schools select areas which interest them or which are recommended to spend a week or so as homestay guests, or stay four nights in each of two widely separated locations, San Diego and San Francisco say. Great care goes into each placement.

School visits to America last longer (often three weeks) than usual European trips, travel colossal distances and yet are not all that much more costly. In early planning choices must be made: east or west coast for instance. Seventeen day tours of east coast areas cost from £180 for groups of 40 or more. A west coast tour in spring this year cost around £280 and included the magnet attractions of Disneyland, Hollywood, Yosemite National Park, Monterey and San Francisco. Prices cover the usual places for accompanying staff.

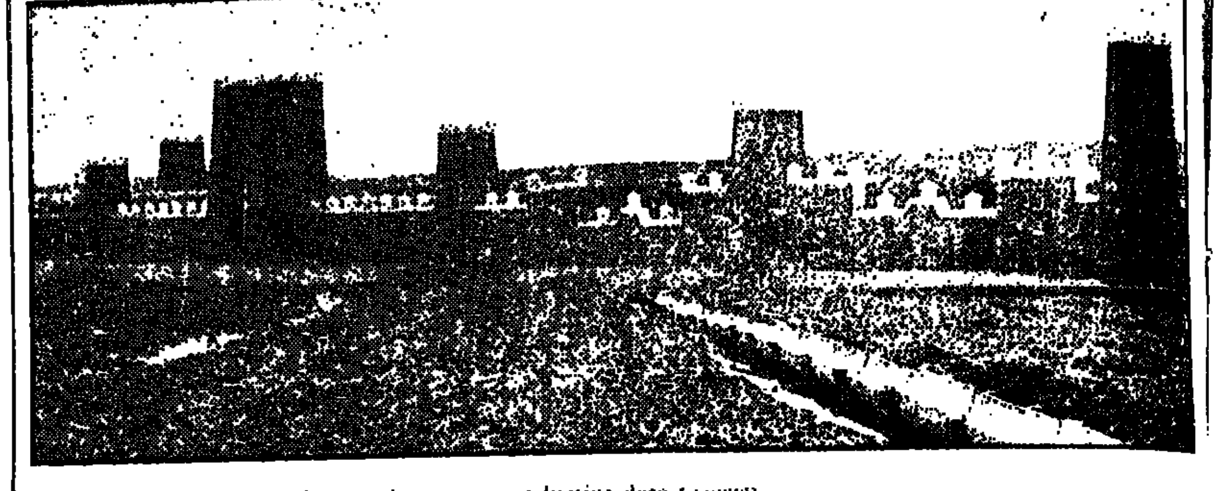
Another basic decision is, which year? Preparation can take up to two years during which saving, investment and support schemes to cushion rising costs and help towards extras gather momentum. Response is usually enthusiastic. Peter Wright visits to discuss detailed aspects of projected trips. He may bring film made by schools who have already been across. One school has been twice and is preparing a third safari. I especially admired one itinerary to New York, New England for homestay, Niagara Falls, an internal flight the length of the eastern seaboard to Florida for Walt Disney World and Cape Kennedy, returning through Washington (second homestay) and Philadelphia. Easter is the best time to go.

There are difficulties. American hotels do not provide lounges, as do European establishments. Gathering largish parties in the hotel lobby can lead to overcrowding. Individuals who ride elevators dawn to dusk have to be countered. Violence, especially in the east, is a regrettable fact of America and children cannot wander streets at night. Evenings in hotel rooms, when no visits are planned, are common but usually no hardship where every bedroom possesses colour television with choice of 20 channels.

Foreign Study League (UK) also feature homestay in their advertised three-week tours in Easter, 1976—east £215, west £260. Arrangements incorporate study elements based on homestay localities, and extend to attending school with American hosts. Schools can use these "off-the-peg" tours, but again they must plan well ahead and contact Anthony Kaye, of the London company for advice.

Next year brings great advantages to visiting America—1976 is the 200th anniversary celebration and the whole country will be *en fête* with special events everywhere. Traditional hospitality and American pride will be at their zenith, but such boosts to national confidence will never dilute that genuine quality which reinforces the magic appeal, that warmth so simply caught in a school magazine account of a visit—"everyone I met showed immense helpfulness and was so interested in our holiday and in our country!"

Friendly Tunisians replace a shattered windscreen with a home-made plastic substitute.



A new village with irrigation canals in an unproductive desert region.

Fheti, the farmer, welcomes one of the Thornbury party to study his farm in Gabes. Lunch with the family from a communal bowl followed.

Busy scene at an oasis souk—like market day at Thornbury?

Desert adventure

A Sahara expedition, one of two in an "enrichment programme" at The Castle School, Thornbury, Bristol, described by J. A. Johnson, expedition leader

Driving through barren desert and bush for 400 miles without a windscreen, exploring networks of dusty tracks in an oasis, climbing 200-foot sand dunes and a stormy 28-hour crossing of the Mediterranean were some of the experiences of the Sahara Desert Expedition by 14 year-old pupils from the Castle School, Thornbury.

An Easter expedition to the desert area of Southern Tunisia completed an environmental fieldwork programme which integrated geography, history, meteorology, botany and sociology. The Easter adventure was the first half of the school's "Twin North Africa Expedition" designed as part of an enrichment programme for the comprehensive intake as it progressed through the school. To open up the opportunities to a larger number of pupils two separate expeditions were planned, one to the Tunisian Sahara, the other to the Moroccan Sahara. Throughout the 18-months planning and preparation the two expeditions, which would aim to make comparative studies of different Saharan countries, were organized as a joint project. Fifteen pupils and staff could take part in each expedition, but the all important foundation work would have the benefit of both staff teams and the essential fund raising effort could rely on the families and friends of some 30 members rather than just 15.

Without doubt the joint plan of campaign was a success. There was better publicity, more division of labour, wider talents, ideas and enthusiasms on which to draw, and a more efficient and business-like approach to finance. The workload for the staff certainly seemed far less than was anticipated for two ambitious projects, for whatever had to be done for one expedition could be duplicated for the second. The Morocco expedition planned for July was ready in April when the Tunisia team returned.

The support of various trusts was sought from an early stage—with the help of *A Directory of Grant Awarding Trusts*. Signs of the financial times were evident in the replies to scores of letters; some monetary help was available, but most important was perhaps the support and expertise given by the Young Explorers Trust and the Royal Geographical Society. Their official approval gave a credibility which meant that many other organizations would support us in kind if not in cash. Food firms were generous. The British Tunisia Society made most fruitful contacts for us. The local press and television contributed useful support. Local organizations became more inclined to help. Something more than a holiday was obviously under way.

The Tunisia expedition—15 people and a mountain of luggage—made haste through France. By using the overnight channel crossing, an early start enabled us to reach Marseilles in less than two days. The three staff were all drivers and driving stints of an hour made the driving suprisingly painless. Youth hostels in France made the journey simpler and quicker, the roof rack was not unloaded until Africa was reached.

Four days after shivering in Britain and France we were wearing shorts in the Tunisian sun, though feeling somewhat fragile after a long and stormy (if expensive) Mediterranean crossing. Comparative studies were made of the oases of Gabes and Nefta. Gabes is an oasis which delights in a beach; Nefta is more remote but arguably more beautiful. Its beauty was slightly spoiled when on the final lap, just 10 miles from our furthest point south, a stone flew up and shattered the windscreen—the nearest Ford garage was 450 miles away and some chilly and dusty mornings were bound to follow.

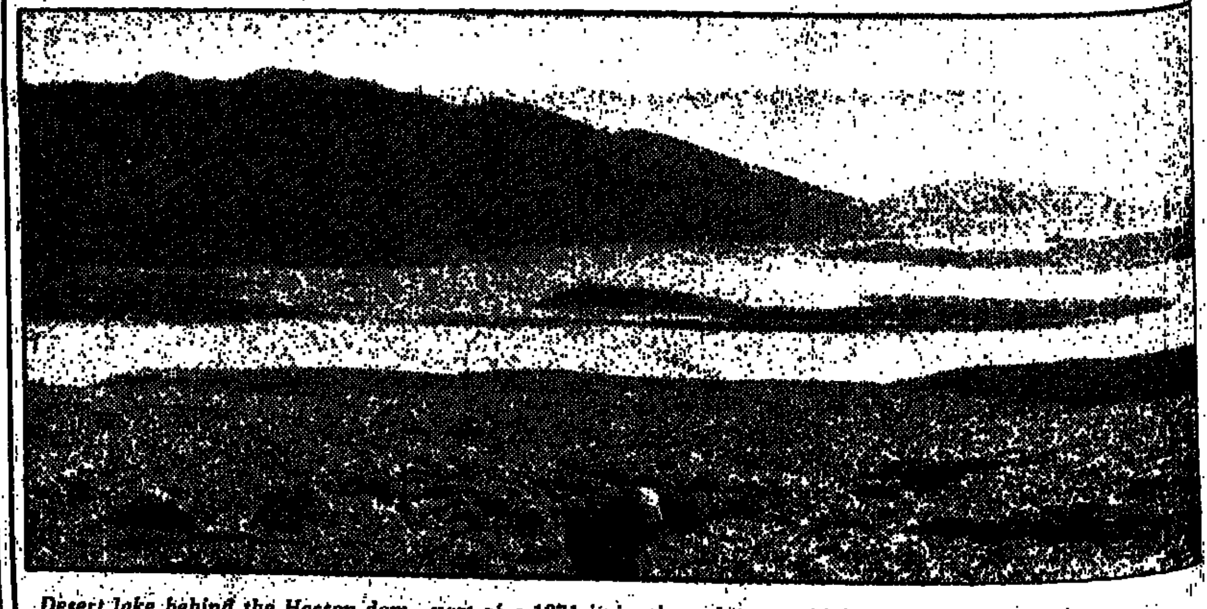
The oasis at Gabes was unforgettable: Ten square kilometres, 300,000 trees—date palms, pomegranates, figs, apricots and even bananas densely pack the oasis with green. The pupils in groups carried out detailed studies of the intensive land use. Sketches, transects, scale plans, and soil tests were included. One group asking questions in French at a small oasis farm, having been proudly shown around by Fheti, the farmer, were invited to lunch with the family. The meal was eaten from a communal bowl sitting beneath the palms on sheepskin rugs, followed by a sample of sweet and milky date palm wine.

The Tunisians, too, were given a day to remember, when we returned with presents from England and samples of jam, sweets and chewing gum. A detailed urban land use map was compiled in Gabes village but by far the most popular field work was a beach study—once the beach transect was completed there was ample time to lie in the sun.

The Easter climate in the south is in many ways ideal, the air is dry and the temperature pleasantly warm. Excursions from Gabes included a 300-mile round trip to Douz—through a sandstorm. The multitude of pots, baskets, dried peppers, fruit and camels on market day made the visit well worthwhile. The oasis was lined with silver sand as the dunes encroached on the houses. To the south there was the "Great Eastern Erg", a Lawrence of Arabia landscape with rolling dunes which stretched for miles.

A second excursion took us to Matmata—cave dwellers in the twentieth century. Sixty miles south of Gabes we visited a region of 700 inhabited cave dwellings, cool in summer, warm in winter and enlarged to provide a network of rooms. There were rooms for chickens and animals, living rooms, bedrooms, and spinning and weaving rooms. As the sun set on the mountains and caves of Matmata, we were aware that Tunisia was a far cry from Thornbury, that this was an adventure of a lifetime. "Every day was different" was a typical pupil comment. "The people, their environment, their way of life, so removed from home."

The budget for the twin expeditions was just over £3,000. Members contributed £75 each, leaving almost £1,000 to be raised in the preceding 12 months. The expedition team raised more than £500 from film shows, Christmas cards, discos, raffles and sponsored walks; the rest came from organizations who supported us through their own fund-raising schemes or by grant aid. The school was fortunate in having its own minibus, and the expedition would have been impossible without a supportive school and head, and an enthusiastic organized team of staff and pupils who worked closely together. The social and intellectual value of such expeditions for the individual members cannot easily be measured but can be clearly seen. Apart from the "Sahara Evenings" to follow and the illustrated published report, we feel that the whole school community will benefit from the spin-off effect.



Desert lake behind the Hassan dam—part of a 1971 irrigation scheme. (Field study in Morocco.)

FOR AN INCOMPARABLE ORGANISATION FOR YOUR SCHOOL JOURNEY 1976

THE REAL HOME OF PERSONAL SERVICE

J.V.H. CONTINENTAL TOURS

4 AVENUE DE TROOZ, 4
8370, BLANKENBERGE, BELGIUM
TELEPHONE: 050-412872 0504 11049

We will be pleased to send you IMMEDIATELY—free of charge—our VERY ATTRACTIVE 1976 BROCHURE with REFERENCES, ADVANTAGES, etc.

CONCESSIONS TO PARTY LEADERS
one free per 10 paying pupils

To: J. V. H. CONTINENTAL TOURS
4 Avenue de Trooz, BLANKENBERGE, 8370 BELGIUM
I am interested in your 1976 Brochure
Name ....
Address ....
Postage will be paid by J. V. H. CONTINENTAL TOURS.

We shall spare no efforts in making your journey as pleasant and enjoyable as possible.

Study visit to Spain

School trips can be a waste of time. Elizabeth Giles, St. Mary's Academy, Bathgate, West Lothian, describes the planning and preparation that made this one a success.

An educational visit to Spain ought to comprise more than a coach tour to Barcelona, sorties to the beach, swimming pool and bull-fight and hesitant attempts at Spanish crushed by answers in good English. Inspired by reports of study visits to Spain in *Vida Hispanica*, journal of the Association of teachers of Spanish and Portuguese, I began to plan a more rewarding visit than that made the previous year with 40 pupils and four staff.

Any educational benefit to be derived from a visit abroad would be the result of preparation and follow-up in the classroom, as well as work done during the visit. Therefore the trip should take place in term-time. After consulting with the rector of the school this was arranged, and the first week in June (after the Scottish Certificate of Education examinations) was selected. I also decided that seven or eight was the maximum number of children that one member of staff could reasonably manage.

We used the cheapest package available, ensuring that the resort we chose (Calella, population 7,000) was not entirely given over to tourism, but had some other industry and therefore a wider variety of employment and interests. We would also be near Barcelona. It so happens that Calella was the resort where I felt I had wasted time on a conventional school visit the year before. But with smaller numbers, more clearly defined objectives and adequate preparations, I was sure we would achieve more than on that occasion.

Our aims were to listen to as much everyday Spanish as possible from the widest variety of people, to achieve a greater degree of fluency, and to make a geographical and social study of the town as well as the more usual visits to places of interest.

During weekly lunchhour preparation meetings from January to May we devised a set of questions and the group of seven girls took cassette recorders and practised interviewing techniques on the locals in town. They began to learn not to punctuate each question with giggles, as well as how to operate the microphone and controls. We also studied the geography of Catalonia and specialized vocabulary.

Interviews were prepared in Spanish covering different people—teenagers, shop-workers, hotel staff, old folk, businessmen, etc. A booklet written in Spanish was produced for the girls, giving departure dates, programme of work, notes on food and dress and a short vocabulary. There was more interview practice, this time in the classroom, in Spanish, and here the girls began to learn how to ad lib an answer and supply additional questions where necessary.

Only one major complication arose: the fuel crisis. This with a currency surcharge put up the cost and at one point it seemed that the whole trip would have to be cancelled. However, the good offices of the Rector in representations to the l.e.a. brought a generous grant far in excess of the surcharge.

We left Abbotsinch, Glasgow, on May 31, arriving at Calella at lunchtime, and spent the rest of the day in orientation and planning. The next day, market day, we took our cassette recorders and, working in twos and threes, approached likely looking individuals and began the series of questions—Do you live near here? What sort of job do you have? Do you like it? Could you tell me a little about your family, please?, interests?, leisure?, travel?

Response was good, and, although some of the old people were a little suspicious of the tape-recorder, many put on a great performance. Some sang songs, one man grabbed the interview sheet and seeing it was connected with school work, began conjugating a verb. Another man, whom I interviewed, talked for about three-quarters of an hour on every topic under the sun.

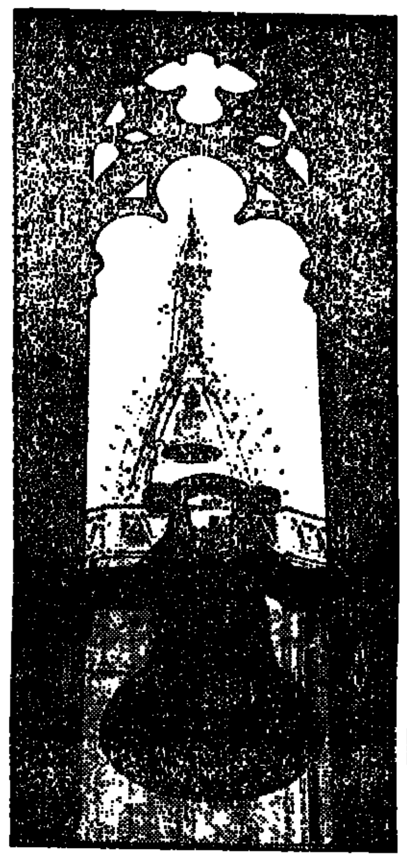
The girls were a little worried that they would be confused by Catalan, the regional language; in church we understood practically nothing of Mass which was said in that language. However, nearly everyone is bilingual and fortunately one's questions are usually answered in the language in which they are put. There was only one bad moment when one girl thought it would be interesting to interview a policeman. It was; more so than she thought. He marched her off to the local police station, examined the recorder and interview sheets and told her that interviewing was not allowed. She said little but kept well clear of policemen from then on. Two girls who had just begun to learn Spanish spent a lot of time making a large plan of the town. Every day, as well as interviewing, there was a reporting session in which we discussed what we'd been doing, listened to interviews and wrote reports.

The week we chose was the local spring festival, including a sports day, chess competition, art exhibition, processions, fisherfolk's celebrations and "sardanas", the regional dance of Catalonia and the people's expression of national unity and democracy. Anyone may join the solemn circle of dancers and some of us tried the dance which appears deceptively simple. One day we visited Barcelona. We managed to sample the local train, metro and bus as well as the Picasso Museum, the Pueblo Español (an architectural museum), the Ramblas, the university and the Gothic quarter and cathedral. Another day we visited a convent school in Calella.

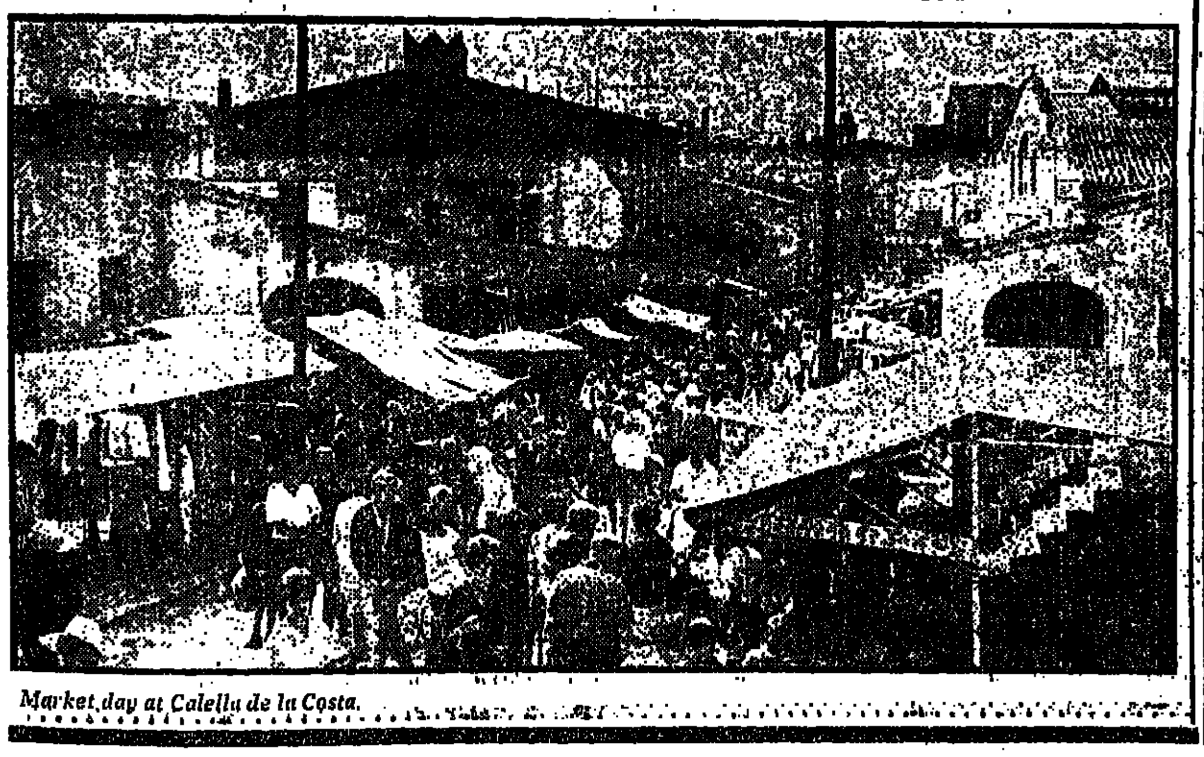
The nuns were most helpful, explaining everything and showing us classrooms, library and workrooms. We interviewed some of the pupils and exchanged names and addresses; some now correspond with us. We also cycled to a nearby village on rickety old hired machines and another day, on a visit to the mountains, were somewhat surprised at the luxuriant vegetation.

Back at school reports had to be written up and collected in to a folder with photos, postcards and maps; each girl also had a special project to work on during the remaining weeks of term and the holidays. Tapes, too, had to be edited. This was a long, laborious task made more difficult by the fact that, with much stopping and starting necessary for the interviews, loops and folds had occurred in the tapes. Some interviews and one whole tape had to be scrapped. Obviously the better the equipment and the greater the experience the better the results.

But at the end of the day, instead of a mere sun tan and dim memories of monuments and museums, we had seen a lot and learnt a lot; talked with many different people, improving our comprehension and fluency in Spanish. We also had photographs and reports and the tapes, which will provide us and other pupils with many more lessons in comprehension, transcription and translation.



The old bells of Barcelona Cathedral.



Market day at Calella de la Costa.

New London & Continental Tours

HAVE YOU RECEIVED YOUR FREE 1976 BROCHURE OF TOURS OF LONDON AND THE CONTINENT?

- COACH, RAIL, SEA, AIR
- LONDON GUIDED TOURS 3 to 5 DAYS
- SCHOOL ROUNDERS TO THE CONTINENT
- GENEROUS FREE PLACES FOR PARTY LEADERS

PLEASE SEND FOR YOUR FREE COPY TO:—

NEW LONDON & CONTINENTAL TOURS
435 Kenton Road, Harrow, Middx. HA3 0XY
Telephone 01-204 6121.
Name (Mr/Mrs/Miss) ....
School address ....
.... TE1
I AM INTERESTED IN LONDON/CONTINENT

NST

SCHOOL & GROUP TRAVEL SPECIALISTS

GUARANTEED FIXED PRICES FOR 1976

OUR BROCHURE IS NOW AVAILABLE
CONTINENTAL & U.K. HOLIDAYS
BRITISH "SCHOOLCOACH" TOURS

The coach joins you at school and remains with you throughout the tour.

Let us have an idea of your proposed holiday and we will give you a detailed itinerary and quotation which will not be altered regardless of any fall in the value of the pound, increases in fuel, cross-channel fares or accommodation costs.

For all school group enquiries please return coupon to:
N.S.T. FREEPOST, BLACKPOOL, FY2 0BR
(no stamp required) Tel. No.: 0253 52525 (5 lines)
Name of Leader ....
Name of School ....
Address ....
....
.... Tel. No. ....
I am interested in a "Schoolcoach" holiday to ....
Duration of holiday .... Date ....
Approx. size of party .... Ages approx. ....

TRANSEUROPE

Here's the brochure to help them go a long way!

Exciting educational projects for '76
*Belgium *France *Luxembourg
*Germany *Holland.

*Transeurope, BTA members, top tour operators in Europe.
*Specialists in sites, sights and out-of-the-way places.
*Free travel for 1 party leader per group of 10.

TRANSEUROPE plans for '76—they could be your plans too!

Send for our FREE colour brochure now!
Transeurope, Southend Airport,
Southend on Sea, Essex.

JOSEPH ALLNATT CENTRES LTD.

Are you planning your school journey, field course, holiday? WE CAN HELP YOU.

Vacancies are still available at the following :—

THE LEADERS' COURSE
at
THE ST. MARY'S BAY CENTRE,
ROMNEY MARSH, KENT.
26th-28th September, 1975.

Information concerning our Centres in Dorset, Wales and Kent. Tutorials. Films, Talks. Expert advice on planning and carrying out your project.

NO CHARGE—EXCEPT YOUR OWN TRAVELLING.

Full details from : Mrs Ann S. Wild, The St. Mary's Bay Centre, St. Mary's Bay, Romney Marsh, Kent, TN29 0HJ.

TEACHERS' "TEACH-IN"
at
THE LINKFIELD COURT CENTRE,
BOURNEMOUTH, DORSET.
10th-12th October, 1975.

A weekend of fieldwork in the Bournemouth and Swanage areas to show the potential for field study projects. Timetable includes talks, discussions and a general survey in the field.

Full details from : Alan Singleton, Linkfield Court, 19 Knyveton Road, East Cliff, Bournemouth BH1 3QG.

DON'T DELAY — WRITE TODAY!

STS TRAVEL ABROAD 1976

• FRANCE 18 coastal resorts (project book for pupils 9-13 years). · Paris · Loire and Dordogne Valleys · Savoy Alps · Language Courses.

• GERMANY Rhine Cruise and rail tours

• RUSSIA by air or sea

and AUSTRIA, BELGIUM, HOLLAND, MINORCA, SWITZERLAND, YUGOSLAVIA

• GEOGRAPHY FIELD COURSES (Rhineland, Yugoslavia and U.K.)

• SPORTS TOURS (Belgium and France)

To: School Travel Service, 24 Culloden Road, Enfield, Middx. 01-363 8202.
Please send me information on :
Name : Mr/Mrs/Miss ……………………………………
School Address ……………………………………
…………………… and Tel. No.: …………………… TEGEN 1

B·U·S SCHOOL AND YOUTH GROUP TRAVEL

OUR NEW 1976 BROCHURE
IS NOW AVAILABLE

All our usual wide range of continental centres—and new additions —ROMANIA · TUNISIA · MALTA · YUGOSLAVIA · SICILY— also GERMANY · RUSSIA and

A SPECIAL E.E.C. TOUR

of especial educational value—five countries—conducted visits to the E.E.C. Headquarters, the Parliament of Europe, Paris, etc.

Cut here

To B.U.S. Travel Service, Freepost, London W8 4BR
Please send details of your 1976 brochure
Name ……………………………………
Address ……………………………………
……………………………………
(No stamp required for Freepost)
A.T.O.L. 659 B

For stay-at-homes: the South Downs

Jim Anthony finds history following the ancient track from Beachy Head to Winchester

Who can explain the mysterious attraction the chalk downs of England, and more especially the South Downs, hold for so many people? Familiarity breeds affection rather than contempt with many Londoners, like myself, who grew up during the early postwar years when holidays were restricted financially to a 50-mile radius, which meant gregarious Southend, the Thanet coast or Sussex. We usually chose Sussex, and spent many a sunlit day walking along the downs crest when most of our contemporaries were doing the sensible thing with buckets and spades on the beaches.

One should not belittle the downs. For teachers and schools in the crowded south-east, they are a handy and accessible source of educational material and also an ideal place for limbering up for that walking holiday in the Austrian Tyrol you have always promised yourself.

There is a clearly defined and well-signposted track, the South Downs Way, which can be followed in either direction, east-west or vice versa, from Beachy Head to the less clearly defined western extremity around Old Winchester Hill in Hampshire. This track probably dates from the later Stone Age, or perhaps the Bronze Age, being first the route trod by tinkers or itinerant farmers looking for the greener pasture just over the hill.

With the exception of the few occasions when it is necessary to descend into the gaps cut by rivers seeking the sea, one can walk the length of the county of Sussex, scenically vastly under-rated, and well into Hampshire just for the exercise, or as the basis of a programme of field studies. It can be done comfortably in a week or 10 days; faster if you are in a hurry. The great advantage to the faint-hearted is that this walk is more reassuring than a trek up the Pennine chain or across Dartmoor. If the weather turns really nasty (it rarely does in Sussex) there is the comforting thought that down there on one's left is an unbroken line of hotels and guest houses from Newhaven to Portsmouth; execrable urban sprawl, perhaps, but a useful stand-by.

There are many ways of planning a week or two on the downs. Descending to the coast resorts after each day's walking, getting a friend to drive one to a new starting point each day, carrying a tent on one's back, or using the pleasant hostelries on the Weald side for overnight stops are some of the tried and trusted methods; for school parties there are specialist field centres and youth hostels, some of them specially equipped for study parties, with classrooms and reference material. Boots are not absolutely necessary, stout shoes being sufficient, but leather soles are often a nuisance especially in dry weather when the short springy turf becomes smooth and highly polished, making it difficult to get a foothold.

Where the Downs meet the sea; the Seven Sisters, looking west from Birling Gap to Cuckmere Haven.

At first sight, those bare, smoothly-rounded hills do not seem to offer a great deal to the field worker, but there is more than meets the eye. Physically, the downs are cretaceous in origin, massive slabs of chalk formed from the bodies of myriads of sea-creatures. Stand in one of the quarries, or look at the cliffs at Beachy Head and visualize the immense timescale of the formative period. The chalk supports thin soil and short turf, except where patches of clay are marked by clumps of trees. This open aspect gives the clue to Stone Age man's preference for living and working up here; the Weald was dense forest then, sheltering wild animals. Similarly, the early travellers preferred their trackways to be free from the hiding places of predators, both animal and human.

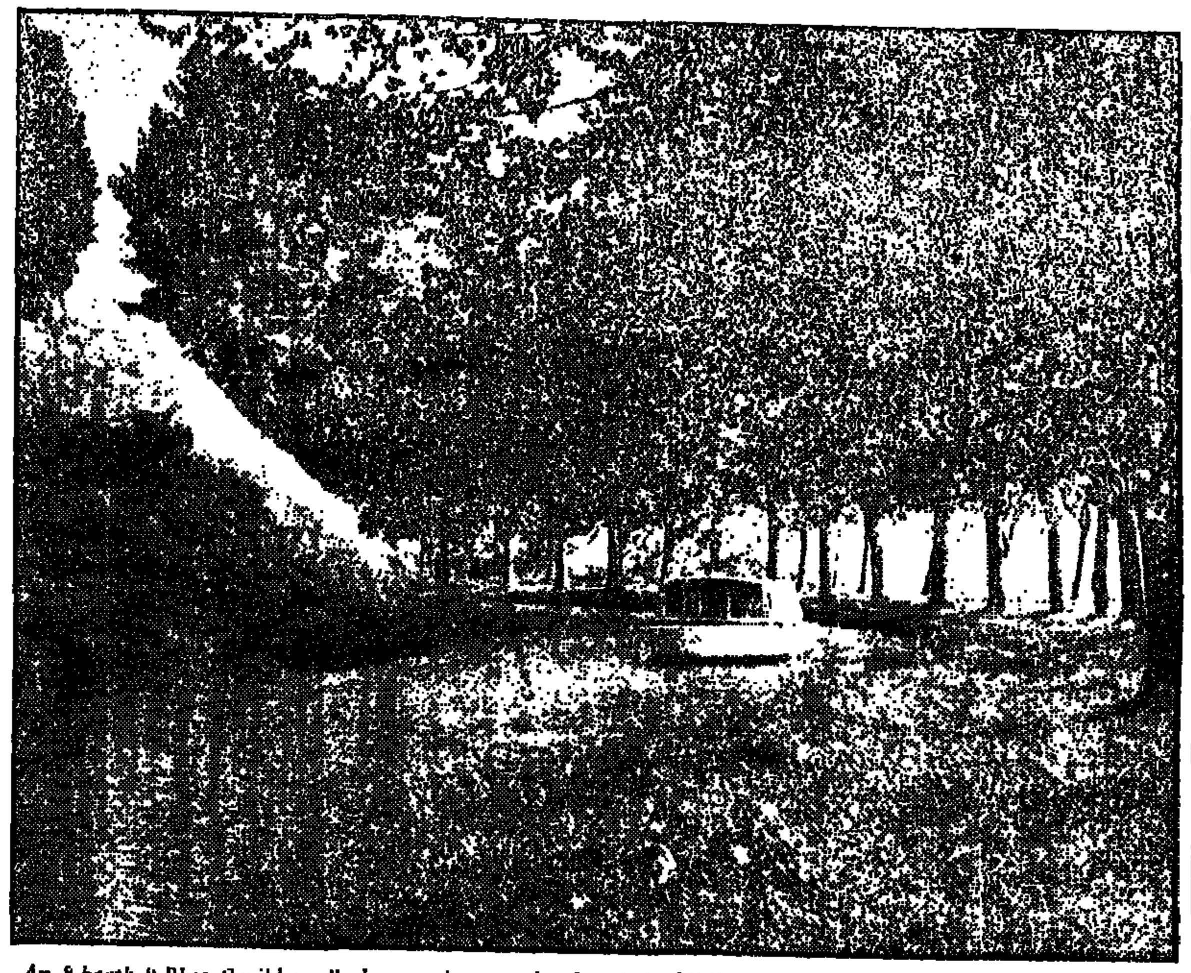
Visible remains for the student are flint mines, earthworks and field systems from neolithic times near Eastbourne, cattle enclosures from the same period around Trundle Hill (which overlooks Goodwood Racecourse, so avoid being there during the last week of July) and the numerous little round barrows of the Beaker folk.

Lynchets and other easily definable field formations are relics of the Bronze and Iron ages. Trundle Hill, incidentally, also overlooks the Roman town of Chichester and the well preserved Roman villa at Fishbourne, and on the way down the hill is the Weald and Downland Open Air Museum at Singleton, a remarkable attempt to reconstruct dwellings, industries and artefacts associated with this area in a natural setting. There are a charcoal burner's camp, saw-pits, ironworks, cottages and more substantial houses, many of them dismantled on their original site and reassembled here.

Students of urban development and other more recent evidence of man's works will find considerable contrast with the small villages which cluster at the foot of the downs along the northern edge—the original sites of the springline villages built around the springs issuing from the foot of the porous chalk where it meets the underlying clay and the coastal development of the years between the wars which has resulted in the continuous and seemingly unplanned building of towns, power stations and holiday chalets along the whole coast. There is a brief respite at Birling Gap and the Seven Sisters where the National Trust retains a foothold, and where the cliffs preclude much development anyway.

In fact, this is one of the few parts of coastal England where the traveller or student is recommended to look inland and to turn his back on the sea.

Chalk track down to the Cuckmere Valley. Firle Beacon is in the middle distance.



An 8-berth "Blue Caribbean" class cruiser on the Canal du Midi near Béziers. The tow-path is pleasantly shaded by trees.

Waterways through France

Dudley Wilson describes how the canal network provides a fascinating way of studying many different aspects of the environment.

Schools were among the first to take an interest in British waterways when the system looked destined for dereliction. Canal touring is more than just a holiday—it is a water-caravan experience of industrial and rural landscape with opportunities to study industrial archaeology, the art and culture of waterways, architecture, engineering achievements and ecology together with bird, plant and animal life of these still waters. All this is combined with the thrill of water navigation, working ship, camping and galley cooking.

More recently British enthusiasm for canals has crossed the Channel where a vast network awaits investigation. Holiday hire cruising on French canals, usually through British firms and largely on British-built craft, is becoming popular. For schools it is natural to branch out with a tour to France which offers enjoyable experience, good weather and untold educational benefits. The group's French will show a marked improvement if only in the technical vocabulary of *bief de partage* (summit pound), *chômages* (closures for repairs), *écluse* (lock) and naturally *éclusier*, even *manivelle* (paddle winding handle).

At present, canal cruising in France is geared more to family parties. This means that schools can use the best equipment but at standard cost, as educational packages are not yet common. However, several companies accept school bookings in low season which suits admirably, as this covers much of March and April (not Easter, of course) as well as late September to November, when rock bottom prices apply and summer heat is avoided.

It also means that no large boats are available; the largest from Blue Line on Canal du Midi sleep eight. For smaller groups, say of 18, three cruisers sleeping six apiece would do and as these are available everywhere this widens the range of cruising grounds.

Glance at a map of France and the significance of the Canal du Midi is immediately apparent. It links the Atlantic with the Mediterranean. Goods could be easily transported by water across the country, avoiding the long voyage round Spain and through the Straits of Gibraltar, where ships were often at the mercy of pirates from the Barbary Coast.

The genius behind the project was Pierre-Paul Riquet, canal-builder extraordinary. His "cut" uses contours to wind along the natural lie of the terrain. His waterway is fed from reservoirs filled by plentiful rainfall in Montagne Noire along irrigation channels 40 miles long. Construction, begun in 1666, completed in 1681, saw the building of the world's first canal tunnel and aqueduct. The whole navigation is a tribute to Riquet, to Louis XIV and to his great minister, Colbert.

A week's tour on this canal south from Castelnaudary to Marseillan and Sète is 120 miles with 43 locks. In fact 68 of the Midi's rounded chambers, as most locks, all toll free with obliging keepers, are flights. You pass Carcassonne, that superb medieval survival, Narbonne on a branch if you wish, and Béziers, now a wine capital, into salt water of Etang de Thau by Les Onglous lighthouse. The canal is shaded by plane trees on both banks. Life on board is immensely enjoyable. It is best to hire cycles with the boats and arrange to pedal off daily for food supplies—especially fresh baguettes.

Schools will doubtless consider bringing their own bulk supplies of some items like breakfast foods. Cold lunches, with cheese, pâté, salads and fruit with Perrier, are quickly prepared. For supper try cassoulets, the local speciality—tasty stews nutritious and economical too. Food prices and even eating out in this region are reasonable. Hire, too, a small dinghy, stored on the ample sun deck, for fishing sorties and much fun rowing, after cruisers are tied up at night. Moorings are easily and freely available. There is not much commercial traffic, perhaps the odd wine tanker, just ducks, cicadas chirping and the nightingale's song.

For Canal du Midi or north through Toulouse to Canal Latérale à la Garonne, Blue Line Cruisers, of Rugby, operate craft from Castelnaudary. Schools will best be served by their "Blue Caribbean" sleeping eight. These are powered by Perkins inboard diesels and come well equipped, with galley, three burner gas cooker, grill and oven, refrigerator, flushing lavatory and, most luxuriously, a hot shower which really works. A party of 24 would need three craft. Costs in 1975 to cover hire, plus two bicycles a boat, bed linen, table linen and two dinghies work out at around £20 a pupil, including three accompanying staff and a special 10 per cent reduction offered to schools by Michael Streat, Blue Line's director. Food, fuel and transport are of course extra.

Smaller parties could also use Blakes of Wroxham. Their "Bertrand du Guesclin" cruisers take six, and a party of 18 could spend a splendid week on three cruising Brittany's comparatively unknown waterways from La Roche Bernard. Costs here, at around £42 a pupil for 15 with three responsible adults, cover Channel fares and accompanying private vehicles. All prices in 1976 are likely to rise by about 25 per cent.

Several firms are contemplating a French canal package for schools. Peter Lawrence, of PGL, experienced in French canoeing holidays and school barging parties in Holland, says he hopes to get things finalized by 1977. Martin Juques, of Continental Waterways, thinks that next year his company may have inclusive cruises on the Marne Canal to Epernay, perhaps suitable for schools in the off season. Organizers in schools can still feel that a French canal trip will have a flavour of pioneering adventure. Such school visits will undoubtedly become popular but never commonplace.

Here is HF's imaginative programme of school journeys for 1976. Based on the lowest possible charges. Offering a generous proportion of free places for leaders. Just tell us where you want to go, how you wish to travel, length of stay, approximate number in party and what you want to pay. We'll give you a detailed programme backed by the expertise and reputation of the oldest firm in the business!

HF brings you new ideas . . . new opportunities for school journeys at home and abroad

● HOLIDAYS AT HOME

at 7 Youth Centres plus special School Party facilities at 24 HF Adult Centres, beautifully situated throughout U.K. THREE-IN-ONE ADVENTURE HOLIDAY, sailing, pony trekking, canoeing, SEVERN SAFARI—cruising by canoe. Spring and Autumn cruises in Scottish waters.

● HOLIDAYS ABROAD

In Austria, Belgium, France, Holland, Norway, Switzerland. SUNSPORT ADVENTURE—canoeing, riding, sailing snorkelling in South of France. "FLOATEL" holidays cruising Dutch canals.

Post this coupon now for illustrated brochure.
HOLIDAY FELLOWSHIP LTD.,
(Dept. 446), 142 Great North Way, London NW4 1EQ (01-203 3381).
Please send me HF International '76
Name ……………………………………
Address ……………………………………
……………………………………
……………………………………

Wildlife courses/holidays for all ages taking individuals, groups of up to 24, families. Guided ecological expeditions to high hills, rivers, glens, coast. For experienced or amateur ornithologists and mammalologists. Red and roe deer, golden eagles and other birds of prey, wildcats. Accommodation in our own traditional Scottish home. 10p stamp for details to: Highland Wildlife Enterprises, Cannich (Tel. 327), Inverness-shire.

SCHOOL PARTIES OR STUDENT GROUPS

will enjoy the beauty of Devon. See its magnificent coastline and experience mysterious Dartmoor! There are tremendous opportunities for leisure, recreation and study. Based at Monmouth Court, parties benefit from the warm hospitality and advice of the hosts who are both teachers of considerable experience in school travel at home and abroad.

Full or part itineraries are prepared to suit the needs of each individual party. All reservations for excursions are made at no extra cost to party leaders who are accommodated free of charge. We are making reservations for 1976 now.

For further details write to Rikki and Anya Peat, Monmouth Court, Third Drive, Landscore Road, Teignmouth, Devon, or telephone Teignmouth 4229.

GENTOURS

FOR THE BEST IN SCHOOL TRAVEL AT HOME AND ABROAD

Choose GENTOURS travel for:
★ Wide variety of choice
★ New centres for 1976
★ Good standards of accommodation
★ Competitive prices
★ Extensive free insurance
★ Free places to leaders
★ Above all, integrity

GENTOURS LIMITED
371 EATON RD., WEST DERBY
LIVERPOOL L12 2AH
Tel: 051-228 5491/2

1976 IS GENTOURS SILVER JUBILEE. SEND NOW FOR THE 1976 BROCHURE, AND GAIN THE BENEFIT OF 25 YEARS' EXPERIENCE AND PROGRESS IN SCHOOL TRAVEL.

To GENTOURS Ltd., 371 Eaton Road, West Derby, Liverpool L12 2AH
(1) Please send me a copy of your 1976 school travel brochure.
(2) I am considering taking a school party to …………
from ………… (date) to ………… (date).
(3) Please arrange an early appointment at school to discuss plans.
Mr./Mrs./Miss ……………………………………
Address ……………………………………
……………………………………
……………………………………

Better travel with SCHOLATRAVEL

After almost a quarter-of-a-century's service to the Teaching Profession, we now offer an unrivalled school and youth travel service comprising :—

★ The finest variety of TOURS TO PARIS, with a unique range of accommodation.
★ STAY-PUT TOURS to most *European Countries*—with especial emphasis on PROVINCIAL FRANCE, including some exciting new Centres. Play a French school at soccer!
★ HOME-TOURS in wide variety throughout Britain.
★ Unique PROJECTS like the widely-acclaimed 'PROJECT NORMANDIE', our WEST COUNTRY PROJECT and HISTORY OF TRANSPORT.
★ All tours offer real value and quote up-to-the-minute prices—SCHOLATRAVEL *never* asks for eve-of-departure surcharges.
★ One teacher per 10 juveniles has a free place.

SCHOLATRAVEL LTD
8 SOUTH PARADE
WESTON-SUPER-MARE
(Tel: 29037)

YOUNG ADVENTURE '76
ACTION COURSES OF A LIFETIME

MULTI ACTIVITY ADVENTURE

Our unique adventure combines in one week sailing, canoeing and pony trekking with a variety of ancillary activities including archery, orienteering, caving, hill-walking and longboat canal cruising. There are no areas in the U.K. more ideal than the Black Mountains for pony trekking and Lake Llangorse for dinghy sailing. A 16 mile Wye canoe trip on Britain's most famous salmon river and you experience what is probably the most memorable and exciting introduction to these popular outdoor activities in Europe! NO PREVIOUS EXPERIENCE IS NEEDED. In 1975 over 12,000 schoolboys and girls were booked and, with very few exceptions they were all beginners.

SUNSPORT ADVENTURE

Our outstanding adventure tour in the sun combines in 10 or 15 days Mediterranean water sports on the Cote d'Azur near St. Tropez with the thrilling canoe trip down the Ardeche canyon. There is no background to equal the Mediterranean for sunbathing, sailing, snorkelling and swimming. Add to this the really safe but exciting canoe journey down the spectacular wooded gorges of the River Ardeche (Europe's answer to the Grand Canyon) and you have an adventure tour that would be difficult to surpass at any price!

Whether you call our adventure tours a holiday or training course is a matter of opinion. But that they are unforgettable experiences of educational value is a matter of fact.

For brochures on all our Adventures, Canoe Hire Service, Field Studies, R.Y.A. Sailing School and Adventure Weekends, please write to

P.G.L. ADVENTURE
192 STATION ST., ROSS on WYE,
HEREFORDSHIRE HR9 7AH
Telephone: Ross on Wye (0989) 4211/5
(Evenings and week-ends: Much Marcle 609)

BARCLAY SMITH'S
(82) 4a Knights Chambers, 32 South Mall, London N9 01-807 5446
SPECIALISTS IN EDUCATIONAL TRAVEL FOR 28 YEARS
Fully Bonded Member of A.B.T.A.
PARIS—5 days from .. .. £32.95 VALKENBURG—5 days from .. £39.80
DINARD—6 days from .. . £38.40 SWITZERLAND—9 days from .. £49.20
Send for 1976 Brochure for large selection of Centres at Home and Abroad

Schools Prom
Classical · Folk · Jazz
ROYAL ALBERT HALL
Tuesday 4 November 1975 at 7 p.m.

A gala performance by the leading musicians from the National Festival of Music for Youth.

Information about bookings, etc., can be obtained from: H. Metzgen, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

sponsored by
The Times
Educational Supplement

A place for all seasons

In winter snow or summer sun Slovenia has much to offer. Leslie Gardiner outlines some of its attractions.

Blue gentians flourish in huge drifts, an infallible sign of pure air. Stand in a meadow up to your knees in grass and, without moving a step, you can pick about 15 varieties of wild flowers. Attractive country, one might suppose, for the botanist and naturalist, though hardly for the skier.

But this is Slovenia, north-west frontier of Yugoslavia, and one region in Europe which gets the best of both worlds, winter and summer. While you pick the spring flowers at the foot of Triglav, the tow is carrying late skiers to the high slopes and round the corner, the pioneers of the Slovenian summer are splashing in the lake.

Triglav, highest mountain in Yugoslavia, a great white cone of 9,450 feet, slopes relatively smoothly on three sides to the lakes and the meadows where the Sava flows green and sparkling. A ring of mountains protects it and in the valleys an Adriatic warmth mingles with an Alpine air to produce a winter climate which is both mild and invigorating. The district contains several scenic "wonders of Yugoslavia", caves and waterfalls abound and any description of Slovenian mountain scenery must be as riddled with clichés as the scenery is riddled with limestone curiosities.

This is the centre of the Yugoslavian winter sports industry. At first it looks like an overflow from Austria, but in fact possesses a life and character of its own. The chief resorts are Bohinj ("Boheenya"), Bled and Kranjska Gora ("Kranceska").

Summer: "the fabulous lake at Bled".

Bohinj stretches along a narrow valley, half of which is occupied by the Bohinj Lake, three miles long. The general all-season attractions include medieval mills and fortresses, the famous Savica waterfall and a game reserve. One small town and a village supply local colour. Beside the lake there are only hotels and chalets-to-rent, these at about 1,500 feet. The cable cars go up to 5,000 feet, and here you find the Ski Vogel Hotel and most of the winter sports life and après-ski. From here chairlifts and tows branch out to runs at 6,000-6,500 feet. Visitors say they can be there a fortnight, ski every day and not once go down the same one. The medium and easy pistes are rather short, but experts can enjoy an exhilarating run of about five miles from Visoki Orlov at 7,000 feet to the lakeside at 1,500.

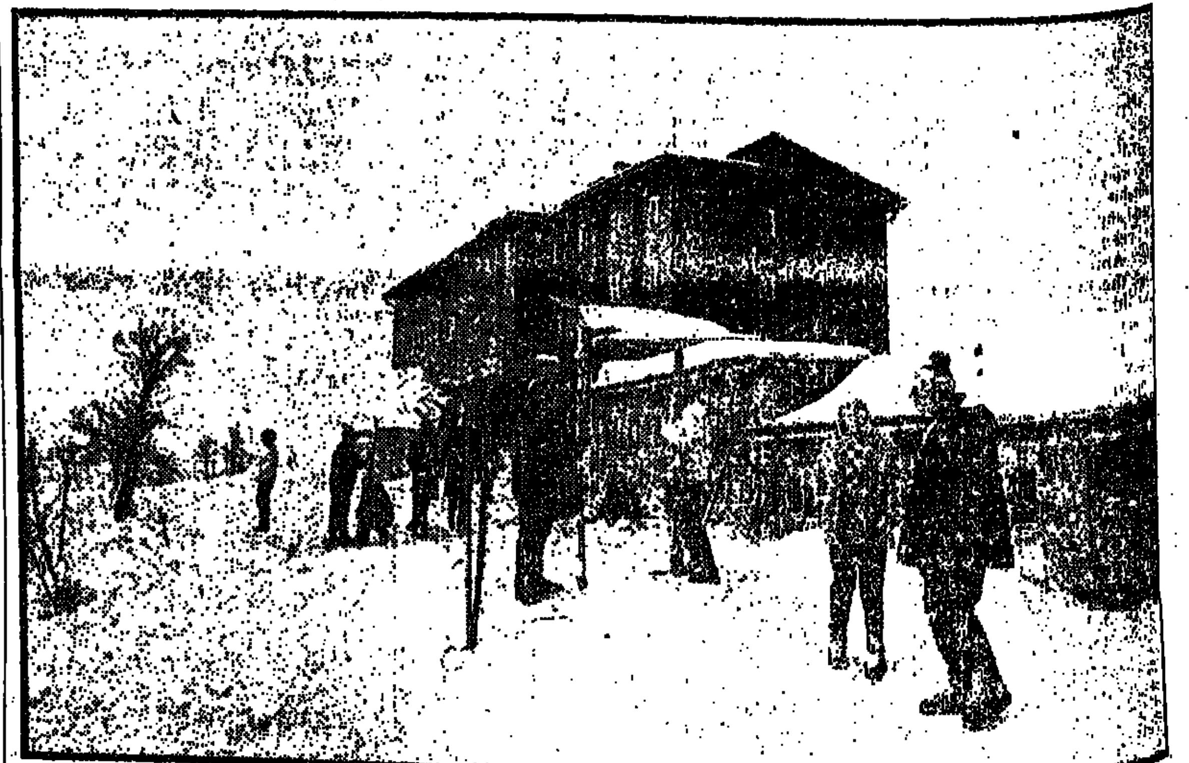
Long before the "white sport" came to Yugoslavia, travellers crossed the mountains to visit the lake of Bled. Hot springs nourish it, but you can skate, curl and sleigh-ride there in January and February most years. Medical science claims many cures of stomach and chest ailments from its waters—Yugoslavia's popular mineral water comes from Bled. There are shooting, fishing in season, mountaineering, gliding, musical concerts, night-clubs and abundant folklore. For excursions, Bled is better situated than Bohinj or Kranjska—Ljubljana is 40 miles away—and the railway station (three miles from town, however) is on the main Munich-Belgrade-Athens line.

Winter sports at Bled are like the icing on a fruit cake. Down by the lake, ice games are well developed and all sorts of equipment and tuition available, something that cannot be said for all Yugoslavian ski towns. A snowfree road goes up to Zatrnik, at about 3,400 feet, and from Zatrnik the tows and lifts fan out to five points on Triglav's spurs, at between 3,800 and 4,300 feet. For less congested altitudes, try the road to Pokljuka, well-surfaced and safe in winter. At Pokljuka a small complex of hotels nestles in the shadows of enormous pines. Snowfields up there (at 5,200 feet) are ideal for beginners, and some instruction and the hire and repair of equipment can usually be had, but the organized part of Bled winter sports really begins and ends in the town itself.

About half the winter sports activity of Yugoslavia seems to take place in and around Bled. Hotels and restaurants are crowded at Christmas and the New Year, but if you turn up unexpectedly you will be found accommodation, possibly at one of the dozen or so burgeoning ski resorts down the valley.

Since the Winter Olympics were held at Kranjska Gora, that centre has called itself Yugoslavia's premier winter resort. It lies under Triglav's northern shoulder, 3 miles upriver from Bled. The nearest mainline station is Jesenice, [illegible] miles away, and the absence of day visitors is noticeable. Increasing numbers of hotels and motels are spread in a valley of scattered pines at 2,700 feet. Adequate chair and drag lifts go up to about 10 points, the highest at 5,000 feet. Both above and below you find slopes of various

Continued on opposite page



"The white sport": ski hotel at Bohinj, on the Vogel mountain, a spur of Triglav where, above about 3,500 feet, the snows "remain deep, crisp and even for at least five months".

Continued from previous page

categories, from nursery upwards, but the middle ground is chiefly for advanced work for which Kranjska is especially suited. In Planica, six miles from Kranjska, there is the biggest ski jump in the world, where the ski flying record of 165 metres was set.

A new school for skiers, with 12 instructors, is now open at Kranjska Gora. The town is lively after dark, with more than average entertainment in the larger hotels and cafés and a cinema. Daytime entertainments include motor-sledging and ice hockey. By air-taxi you can ride to a high plateau and explore the wilderness beyond the ski runs. (In 1974 this cost £1.40 a trip.)

Bohinj, Bled and Kranjska Gora are Slovenia's ski-league leaders, and likely to remain so for many years. Outside the region the situation changes yearly, as new ski resorts rise and fall. Venture into almost any deep valley of the Julian Alps, on the old passes from Austria to the Balkans, and you find venerable Habsburg resorts, like Maribor, or newly-hatched ones, like Lokve. This year all the tourist talk is of Kalic, a low-level winter sports complex close to the Ljubljana motorway and the celebrated caves of Postojna.

The Slovenian winter sports season is from early December to mid-April. The snows of Triglav remain deep, crisp and even for at least five months, above about 3,500 feet. The quiet month for skiers is January. British tour operators serve Bohinj, Bled and Kranjska Gora and up-to-the-minute information can be obtained from the Yugoslavian National Tourist Office, 143 Regent Street, London W.1.

Interesting and economical holiday arrangements are also made by the Ski-Plan Department of British Airways, West London Air Terminal, Cromwell Road, London SW7 4ED. Good value for skiing holidaymakers and off-season visitors is the British Airways Freewheeler scheme for free or cheap car hire on arrival in Yugoslavia. (Details from above address, or from travel agents.)

Getting to Slovenia: fly Yugoslavian Airlines to Ljubljana or BA to Zagreb. There are airport coach connexions with the ski resorts. By rail, make for the Salzburg-Ljubljana section of the intercontinental line and get off at Jesenice or Lesce-Bled. By road from Britain, the best way is northern Italy, autostrada nearly all the way to Trieste and partly from Trieste to Ljubljana. All Slovenian main roads are excellent, frontier formalities with Italy minimal and Bled is only 100 miles from the border. From Ostend or Paris you can send your car by rail to Milan.

In the 1975/76 season, expect to pay about £80 for an inclusive fortnight at Bohinj (from London), £70 at Lake Bled and £90 at Kranjska Gora.

Breaking down barriers

Holidays for the handicapped. By Anna Sproule

In July a young Belgian came to Britain to take part in an International Voluntary Service work camp at Shoreham. Nothing unusual about that—except that he was physically handicapped. He could, however, walk a little; and he had made up his mind to go abroad for his holidays. While over here, he helped run a summer camp for children, met British and foreign youngsters of his own age (all of them able-bodied) and achieved his main purpose—independence, not so much from his handicap, but from the barriers that it creates.

At the same time, another physically handicapped, and much older, man decided he wanted to go to Italy. He was 55 and had a house of his own; the obvious thing for him was an exchange with an Italian in the same situation. Efforts are now being made to fix the exchange.

Earlier in the year, in March, a group of 19 blind and sighted young people went on a skiing trip to Norway. Norway is the home of cross-country skiing; soldiers in the Norwegian Army made parallel tracks in the snow for miles across the landscape and it was along these that the blind members of the party tried their skill.

It is not as incredible as it seems. Cross-country skiing, unlike the downhill variety, can be as fast or as leisurely an affair as the skier wishes. In any case, each blind member of the party was accompanied by a sighted English-speaking student from Oslo University, who gave a warning when the track was about to change direction or shoot downhill.

All three ventures would, however, have been incredible 10 or 20 years ago. The difficulties of finding a compatible exchange for a middle-aged man with a disability are still fairly forbidding; then, they would have looked insurmountable. It is doubtful whether a semi-ambulant youngster would have been accepted at any work camp. And the skiing trip, simple though the parallel-tracks strategem is, would have seemed a flight of visionary fancy. What made the three possible was the intermediary efforts of a British organization called DIVE—Disabled International Visits and Exchanges.

The fact that a party of 26 deaf and hearing young people visited Moscow last March—with a return visit arranged for Russian opposite numbers next year—is due to the existence of a sister organization known as CHIVE, or the Committee for Hearing Impaired Visits and Exchanges. (As far as foreign travel is concerned, the difficulties of the deaf are different from those of other handicapped people; one complication is that the sign language system is not completely accepted internationally.)

Without DIVE and CHIVE, the Belgian would have stayed at home, and Moscow would probably have gone unvisited. Both bodies were set up four years ago by the Youth and Community Services Department of the Central Bureau for Educational Visits and Exchanges. It is the bureau, through their YCS department, who service the two bodies; and they are the base for an international clearing house for information on visits and exchanges for the disabled all over Europe and the Commonwealth. (Many other countries now have DIVE committees of their own.)

Helping to paint equipment at a "Handicamp" in Denmark. One of the couple has temporarily abandoned her wheelchair: the other works from his.

CHIVE and DIVE's combined membership is wide and varied. It includes, among others, the Central Council for the Disabled, the Royal Association in Aid of the Deaf and Dumb, the Royal National Institute for the Deaf, the Cheshire Homes Foundation for the Sick, the IVS, the Multiple Sclerosis Society, the National Council for Voluntary Youth Services, the Royal National Institute for the Blind and the Sports Council. Also serving on the two committees are a number of handicapped individuals with an interest in, or experience of, international exchanges.

As with the international clearing house, so here: the committees' basic aim is a pooling of information, expertise, and contacts. DIVE and CHIVE organize their own travel prospects, advise others who wish to arrange visits, act as international go-betweens for groups wanting to find exchanges, and help individuals to organize visits for themselves.

The usual age-range covered by their operations—"usual" in that British Council youth grants are available to young people in this group—is 16 to 30. "But", says Miss Toni Rees, CHIVE and DIVE's secretary, "if people come along who are younger or older, we try to help. There's the man who wants to go to Italy. . ."

Miss Rees is a special services officer at the Central Bureau, and the day-to-day business of CHIVE and DIVE is her particular responsibility. Her office walls are covered with maps; her filing cabinets bulge with lists of travel opportunities for the deaf, the blind, the paraplegic, the spastic, and—to a limited extent—the mentally handicapped. (It requires some pressure to make her state just what kinds of disability are involved: "It sounds horrible categorizing people like that. They are just people who have handicaps.")

A typical DIVE operation goes something like this. "A Coventry club for the handicapped wrote to us and said they wanted to go to Germany. I contacted the German DIVE, and asked what they had got on that this group could take part in. As it turned out, there was a sports youth week taking place near Munich—sports for the handicapped—and the Coventry club went to that." She never describes the visits as holidays. Their prime purpose, CHIVE and DIVE emphasize, is "social and educational in the broadest sense". They are intended to give young people the chance to learn about other countries through practical experience.

Over and above that, however, there is another goal—to break down the barriers between the disabled and the able-bodied. "The committees believe", CHIVE and DIVE go on, "that disabled youth should have the same opportunities as the able-bodied, but not in isolation. Their ultimate objective is to have disabled youth participating in exchange visits with the able-bodied. They do not intend that visits and exchanges for disabled youth be considered a separate part of exchange work."

Miss Rees explains further. "If you take 20 handicapped people somewhere, it takes an hour to get 20 wheelchairs into a bus. But, if there's just one person in a wheelchair in a group, and you have some hefty person who can lift him when he needs it, most of the problems can be overcome."

The CHIVE visit to Russia, for example, actually involved a group composed of 14 deaf, 10 able-bodied and two physically handicapped, youngsters; there can have been no shortage of hefty persons to lend a helping hand.

"Ideally", Miss Rees says, "both committees should be self-destructive. If they are successful there will cease to be a need for them. If the normal youth clubs and youth exchanges that are taking place just took one handicapped person, the need for CHIVE and DIVE would vanish."

The committee recognize that it will be many years before this ideal is reached. But the presence of the young Belgian at Shoreham and the journeyings of all the others like him who have been helped to put integration into practice on their own account, show that few things are impossible.

ECT SCHOOL TOURS '76
Including BUDGET MINI-TOURS
and Junior Specials

Drawing on 25 years' experience as school travel specialists, ECT offers teachers a comprehensive programme of educational tours. Ranging from short, low-cost visits to France, Germany, Holland and Belgium to more ambitious programmes farther afield, ECT believes that this new selection will meet every school travel requirement. Here are just a few examples of full length and mini-tours.

PARIS (Mini-tour): Including city sightseeing and Versailles. Four days from £29.24*
PARIS: Full guided city sightseeing programme plus Versailles and Fontainebleau. Seven days from £55.91*
ANNECY: A delightful town in a Savoy setting of lake and mountain. Eight days from £60.63*
HEIDELBERG: The famous university town on the banks of the Neckar. Full excursion programme included. Eight days from £70.26*
WIMEREUX: Pleasant seaside resort near Boulogne. Excursion included. Night at friendly hotel. Available all year. Two days from £16.28*
CAEN (Mini-tour): Perfect centre for short environmental study of Normandy. Excursions to Bayeux, D-Day beaches and local farms or factory included. Four days from £36.49*
KOBLENZ (Mini-tour): Ancient town where the Rhine meets the Moselle. Excursions to Bonn, Cologne and vineyards included. Five days from £39.30*
NOORDWIJK (Mini-tour): One of the most popular Dutch coastal resorts. Excursions to Keukenhof, The Hague and Madurodam included. Five days from £36.94*
BRUSSELS & OSTEND (Mini-tour): The glittering Belgian capital combined with the ever-popular seaside resort. Full programme of excursions. Four days from £33.89*

25 years of service to schools

SPECIAL LOIRE COACH TOUR
7-day tour of the Loire, based on Tours, with extensive sightseeing programme included. No overnight travel. Visit the historic Garden of France. From £63.72.

ONE TEACHER FREE WITH TEN PUPILS ON ALL TOURS
* All prices valid at time of going to press

To EUROPEAN COLLEGE TOURS LTD
[illegible] Street, London SW7 [illegible] (Registered No. [illegible])
(Telephone 01-581 [illegible])
I would like a copy of your 1976 brochure.
Name ....
Name and address of school ....
....
Telephone .... TES 18

The trusted holiday service for school and youth groups

YHA Travel have been arranging overseas holidays for parties of young people for over 16 years.
It's the service you can trust with all those advantages:
* Hostel accommodation—ranging from castles to farmhouses and windmills
* Greater opportunity for international groups to meet
* Excellent value—with free places for leaders of most parties
* Backed by ABTA recognition and members of School & Group Travel Association Ltd.
* Hostel, ferry bookings made for groups travelling independently.

YHA holidays for 1976 cover Austria, Belgium, France, Germany, Greece, Holland, Israel, Italy, Luxembourg, Spain and Switzerland.

Return this advertisement now for FREE BROCHURE.

YHA Travel
29 John Adam Street
London WC2N 6JE

Please send me a free copy of 'School and Youth Group Holidays 1976'
Name ______
Address ______
______

STS 8-day Air Tours to ROMANIA
where pocket-money really does go far!

"Unbelievably good value for money"
Mrs. P. M. Frere, The Fellham School

"Exciting, educational and unforgettable"
Mr. J. Williams, Belvidere Boys' School, Shrewsbury

Bucharest+Carpathians £54-£62
North-West Romania £55
AND TURKEY Bucharest+Istanbul £78-£81

Each tour includes a comprehensive sightseeing programme.

To: School Travel Service 24 Culloden Road, Enfield, Middx. 01-363 8202
Please send me details of your tours to Romania and Turkey
Name (Mr/Mrs/Miss) ....
School Address ....
.... and Tel. No. TES6

Selecting a reindeer for slaughter; the Lapps are adept with lassos. Right: a new bridge—better communications have helped to alter the old reindeer and forest based economy and encourage tourism. Behind can be seen Karasjok's new, tent-shaped church under construction.

Visit to Lappland and Karasjok, its 'capital'

By Madeline Spencer

The town of Karasjok, in Norwegian Lappland, is about 71° north and about as far east as Cairo. Though its population is only 3,000 or so, it is often described as the Lapp capital, since it is the centre of the settled Lapps. It is most easily reached by air via Lakselv, some 50 miles north. The last stage of the journey is spectacular with short flights across fjords and over mountains with brief landings at small ports, a dramatic illustration of the way air transport has helped to revitalize this region recently. Lakselv is an attractive, prosperous little place, entirely rebuilt since, like most settlements in north Norway, it was razed by the retreating Germans. The white wooden church is particularly noteworthy, beautifully sited not far from the great glacial cliffs of the wide Lakselv river valley.

In Karasjok itself, the church, built in 1810 and one of the oldest buildings in the Arctic, miraculously survived the destruction of the rest of the town. Its rebuilding coincided with fundamental changes in the central government's attitude to the Lapps. The previous policy of Norwegianization has been reversed, every encouragement is now given to fostering the Lapp language and culture, quite apart from the material benefits accruing from the steady rehabilitation and development of the north since the war. So Karasjok has new schools, a museum, modern shops and light industry—including the studio-workshop of Gisbert Dunker, "the world's most northerly silversmith", who specializes in Lappish motifs. A striking new church, tentlike in shape and a fine new bridge on the trunk road to Finland have also recently been completed. There is a youth hostel and a *gjestgiveri*—a state owned guest-house—and tourism swells the earnings from reindeer and the forests.

It is on festivals and feast-days that Karasjok comes into its own. The Lapps flock into the town wearing their traditional costume, with its "magic" colours of red, blue, yellow and green. The women wear wide skirts, embroidered shawls fastened with elaborate gold brooches and jaunty little peaked caps tied under their chins, while the men have long-skirted jackets with bands of colour across the shoulders, tight trousers and—in Karasjok—unusual square caps. Experts can tell where a Lapp comes from by his costume, which varies from place to place, especially the hats.

Of the 33,000 or so Lapps, about two-thirds live in Norway. They are an ancient people, small of stature, with triangular faces and dark hair and eyes. They aroused the interest of Tacitus in AD 100 and in the ninth century a Viking chief named Ottar, a great fur-trader, visited England and described them to Alfred the Great. They were then hunters, fishermen and reindeer-herders; and many still are (though now they often use Snowmobiles to control their herds). They also still maintain migratory villages, known as *siida* with their traditions of joint ownership and the common good.

The sea Lapps of the north Norwegian coast and the river Lapps, unlike the mountain and forest Lapps, are comparatively settled. All have recently become more conscious of their national heritage, more articulate about it and more organized as a people and as a potential political force. A Scandinavian Lapp Council was set up in Karasjok in 1956. In 1972 a Lapp Institute was opened at Kautokeino, the other important Lapp centre in Norway, 60 miles south-west over the mountains.

Politics apart, the Lapp renaissance is best seen in the arts and education. The traditional crafts of bone-carving, embroidery and pewter-thread work were kept alive in the long decades of oppression: at one time Lapps were taxed simultaneously by Norway, Sweden and Russia and were always a prey to aggressive tradesmen. They have blossomed again and contributed to the development of a Lapp school of painting, which epitomizes the spirit of this bleak and beautiful country.

Per Hatta is perhaps the most characteristic—wolves howling at the aurora borealis, numb reindeer herdsmen facing the blizzard; but the more abstract engravings of Iver Jaks and Lars Pirak also capture the essence of the north. In a way the gatherings of Lapps in traditional dress are also an art form—as at the important Whit Sunday service at Karasjok, where the jewel colours of the congregation against the white walls and dark woodwork of the pews set off the glowing baroque altar.

Similar progress has been made in the last few years in education for the Lapps, in Sweden and Finland as well as Norway. The largely residential high school at Karasjok reflects this. Since the Education Act of 1969 began to be implemented in 1971, the pace has quickened. In the lower primary schools Lapp language and culture have pride of place over Norwegian. More Lapps are going on to higher education, including universities, of which that at Tromso, inaugurated in 1972, has places reserved for them in the medical school. The museum there has long specialized in Lapp ethnography and there is now a permanent theatre which has Lapp actors in its company.

Better communications—telephones, radios, motor cars, aeroplanes—better educational opportunities and the introduction of a cash economy have dramatically altered the Lapps' old way of life in the last few decades. Yet the traditional foundations, so far remain, with their emphasis on the family and on the community. The distinction between men's work—which includes the cooking as well as the catching, of the meat—and women's work persists. Yet, as often in a nomadic society, the women hold a esteemed position in the household, always taking part in important discussions and having the last word when it comes to accepting or rejecting a suitor for their daughters. One hopes that the intrepid and engaging people, for whom the tide has at last turned in a material sense, will succeed in combining the benefits of their new prosperity with the best of their ancient customs.

What does SAGTA stand for?

Anna Sproule looks at the organization behind the initials—the School and Group Travel Association Ltd., that tries to ensure standards in the party travel field and provides mutual aid where needed

It's an ill wind. . . . Five years ago, a particularly violent lurch upwards in railway fares brought worried school travel operators together in a spirit of "united we stand". As a result, the thousands of British schoolchildren who went on school journeys this year did so protected by the bargaining powers, the expertise and the ethical standards of a professional body entirely devoted to the needs of young travellers.

SAGTA Ltd—the initials, chosen with some thought, stand for School and Group Travel Association—are a non-profit-seeking organization made up of 22 member companies, who may or may not fall in the non-profit category.

Two are based in Scotland, one in Eire and the rest in England. Some specialize in United Kingdom travel, while others have particular links with the Continent. They include such well-known names as Erna Low, the School Journey Association of London, and YHA Travel. Between them, they handle approximately three-quarters of the British school journey business.

All 22 subscribe to SAGTA'S aims—"to ensure that school parties and other groups receive the best possible service from SAGTA members; to maintain and enhance the reputation, standing and good name of the association; to ensure that the interests of school parties and other groups shall predominate in all considerations of the standard of competitive trading between member companies; to encourage the development of educational travel within the above aims". And all 22 are bound by the association's brand-new code of conduct—a document which Mr. Charles Johnson, marketing manager of the Holiday Fellowship Ltd and SAGTA'S president, regards as the association's biggest achievement.

He has every justification. The code, which was established at the association's annual meeting last March, covers 14 separate aspects of the travel business, and its strictures are uncompromising. For example, every brochure produced in future by a member company must contain "all information necessary to comply with the regulations for the time being of any Government or statutory licensing authority . . .; the duration of all tours offered, together with clear indication thereof and of supplements involved if any . . .; a clear statement of the services provided, general or specifically, for any tour. . .". And there are six other points that have to be included.

On booking conditions, there is this: "Whether incorporated in a brochure or published separately (the conditions) shall define the extent of the responsibilities as well as the limits of the liabilities of members towards clients. They shall be so designed as to be easily read and understood." On alterations to arrangements made by the travel operator, this: "It shall be the members' responsibility to ensure that party organizers are informed without delay. Party organizers shall be given the option of either accepting the alteration, which must maintain a comparable standard, or of receiving full and prompt refund of all moneys paid." And on client-operator relationships, this: "Transactions with party organizers shall be treated as confidential."

If the code is infringed, members run the risk of being expelled from the association (indeed, two left of their own accord, since they did not agree with the standards that were being laid down); and expulsion is something to be avoided. Not belonging to the association would mean forgoing all the trading advantages that SAGTA members share.

"Share" is the operative word, since SAGTA's strength lies in their group approach. But collective negotiations with transport authorities for the best possible terms form only a part—though an important one—of the association's business.

Basically, Mr Johnson explains, SAGTA's function is that of a forum for the interchange of ideas, information and personal experience—all of which individual SAGTA members have in large quantities. He goes on: "We're a closely-knit organization of professionals who maintain very personal friendships. We are all of us on first-name terms with each other; there's a lot of the 'Old Pals' Act.'"

Thus, if one member is hit by disaster, the others would move heaven and earth to get him out of it. Thus, too, complex arrangements like the so-called "back-to-back operation" are easy to arrange: "Suppose there's a school in York that's taking a party to Switzerland, and is travelling by coach to London. We can ask around whether anyone wants an empty leg (a "leg", in travel jargon is a stage in a vehicle's journey), and there might be someone in London who's arranging a school trip to Norway via Newcastle. . . ." The coach goes to London full, returns just as full northwards, and everyone is satisfied.

Although SAGTA members only meet officially five times a year, end-of-a-telephone contacts take place all the time. The association's four subcommittees, dealing with British Rail, Continental rail, coach travel and air travel, work all the time too. Negotiation never stops.

There's no closed season, either, for SAGTA's day-to-day work. Mr Johnson goes through the list. "We have to do our best to get the best possible terms with hotels and other accommodation. We have to watch every bit of legislation to see to what extent it could affect our operations, and to work out how we should react. We lobby MPs and take part in discussions with the Government; the other day we lobbied the Department of Trade and Industry about the 1 per cent levy that tour operators doing journeys by air must charge."

Incredibly, the association's permanent staff consists of one part-time secretary. Everyone else gives his services voluntarily. Obviously, it is good business—but good business is not the only consideration. Mr Johnson sums up: "The profit motive is important, but it is not the primary element. There is also an element of social conscience—we are concerned with the interests of education." The 1,500 [illegible] schoolchildren who went on their travels this year under the aegis of SAGTA members have reason to be grateful.

SAGTA members

Barclay Smith's Educational Tours Ltd; BUS School Travel Organisation Ltd; BW Tours Ltd; Erna Low Travel Service Ltd; [illegible] Travel (London) Ltd; ETA Tours Ltd; Galleon World Travel Association Ltd; Galloway Travel Ltd; Gentours Ltd; Grampian Travel Ltd; Group & Educational Travel; The Holiday Fellowship Ltd; [illegible] Allan Travel; New London Continental Tours; NTS (Northern Schools Travel Ltd); Progressive Tours Ltd; Schools Abroad Ltd; School Excursions Travel Agency Ltd; The School Journey Association of London; School Travel Service Ltd; YHA Travel; Ulster Travel Ltd.

PRIMARY
Scale 2 Posts
continued

continued from page 32

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ENGAYNE JUNIOR SCHOOL
(520)
Severn Drive, Upminster RM14 1SW
Required January:
TEACHER for some GENERAL SCIENCE and BOYS' PHYSICAL EDUCATION and GAMES. Scale 2 post available for suitable applicant.
CROWNFIELDS JUNIOR SCHOOL, White Hart Lane, Collier Row, Romford
(Roll 450)
Required January, 1976:
Experienced qualified TEACHER to be responsible for organizing MATHEMATICS throughout the school, and for the development of certain aspects of Outdoor Pursuits. Scale 3 post available.

For both schools London Weighting £267 per annum. Assistance with removal expenses available in appropriate cases.

Application forms from D. H. Wilcockson, Director of Educational Services, Education Department, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, 15th September, 1975.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ST. ALBAN'S R.C. J.M. & I. SCHOOL
(Group 4)
Heron Flight Avenue, Hornchurch, Essex
Required January 76 or sooner
Practising Catholic TEACHER interested in MATHEMATICS. Scale 2 post available. Accommodation provided (new semi-detached house).

London weighting £267 per annum. Assistance with removal expenses available in appropriate cases.

Application forms from D. H. Wilcockson, Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned to the Headmaster at the school.

HILLINGDON
(London Borough of)
RYEFIELD JUNIOR SCHOOL
Ryefield Avenue, Hillingdon, Middlesex UB10 9DE.
Required for November, 1975 or January, 1976, experienced junior school TEACHER able to offer FRENCH throughout the school.

A Scale 2 post is available for a suitable applicant.

Application forms from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (Telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible.

London allowance payable.

Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

MEDWAY DIVISION

CHATHAM, ALL SAINTS C. OF E. PRIMARY SCHOOL
Magpie Hall Road
MASTER required to teach Middle Juniors at this school of exceptional difficulty. Ability to offer Art and Craft an advantage. Social Priority Schools Allowance also payable.
CHATHAM, PRINCES AVENUE C.P. SCHOOL.
Applications are invited from TEACHERS for this new Group V School, due to open in January, 1976. Scale 2 post available for suitably experienced candidate.
Forms to be submitted to Divisional Education Officer, Fort Pitt House, New Road, Rochester.

GILLINGHAM DIVISION

FORGE LANE C.P. INFANTS' SCHOOL
MISTRESS required for January, 1976. Particular interest in MATHEMATICS for children of Infant School age an asset. Scale 2 post available.
PARK WOOD C.P. INFANTS' SCHOOL.
MISTRESS required for January, 1976. Responsibility for Development of MATHEMATICS (coordination of first year work) and PHYSICAL EDUCATION. Scale 2 post available.
FAIR VIEW C.P. INFANTS' SCHOOL.
Gillingham
SCALE 3
MISTRESS required for January, 1976. Particular interest in MUSICAL ACTIVITIES, and ability to play the piano an asset. Scale 3 post available.
Application forms available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent ME7 5LA, to whom they should be returned by 25th September, 1975.

TUNBRIDGE WELLS DIVISION

ST. JAMES C.E. (AIDED) INFANTS' SCHOOL
Quarry Road, Tunbridge Wells
For January, 1976:
MISTRESS for Middle or Top Infants. Art and Craft or Music a recommendation but not essential. Scale 2 for suitable candidate.
Application forms from and to the Headmistress. Stamped addressed envelope must be enclosed.

ASHFORD DIVISION

BYBROOK COUNTY PRIMARY JUNIOR SCHOOL,
[illegible] Road, Kennington, Ashford
MASTER or MISTRESS for Upper Juniors. Experienced teacher to assist with BOYS' GAMES, MATHEMATICS and/or MUSIC. Scale 2 post available for suitable applicant.
NEWTOWN COUNTY PRIMARY SCHOOL.
Newtown Road, Ashford
MASTER or MISTRESS. Experienced teacher for 3rd year junior class. Scale 2 post available for suitable applicant.
STANHOPE COUNTY PRIMARY JUNIOR SCHOOL
Stanhope Road, Ashford
MASTER for BOYS' PHYSICAL EDUCATION and GAMES. Scale 2 post or above for suitably qualified and experienced teacher.
ST. SIMON OF ENGLAND R.C. PRIMARY SCHOOL
Noakes Meadow, Ashford
MISTRESS for Reception class.
MISTRESS for top infant class.
Practising members of the Roman Catholic Church preferred.

SHEPWAY DIVISION

SIR JOHN MOORE COUNTY PRIMARY SCHOOL.
Shorncliffe Camp, Folkestone, Kent
(Present roll 300)
ASSISTANT TEACHER, MAN, required January, 1976. BOYS' GAMES and either Music or Visual Aids.
Scale 2 post.

LEICESTERSHIRE

[illegible] LEYS COUNTY JUNIOR SCHOOL
Coalville
Scale 2. From January, responsible for development of SCIENCE teaching throughout school.

[illegible] C.E. SCHOOL.
Scale 2. From January. Experienced MASTER for BOYS' GAMES and CRAFT.

[illegible] C.E. SCHOOL
[illegible] Mowbray
Scale 3. From January. Class TEACHER with overall responsibility for MUSIC.

Apply on letter with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

LEICESTERSHIRE

ADVISORY TEACHER FOR DEVELOPMENT WORK IN SMALL PRIMARY SCHOOLS

Experienced primary school teachers are required for this post, which is one of a small team concerned with meeting the in-service education needs of small primary schools.

Available January.

Scale 2 (Houghton). Applicants must be car owners. Car allowance. Details on request.

Apply on letter with full particulars and names of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 23rd September, 1975.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CORBY [illegible] JUNIOR SCHOOL
(Roll: 401)
Corby [illegible]
Required January:
TEACHER for [illegible] Juniors. Scale 2 salary available for suitably qualified and experienced teacher able to co-ordinate MATHEMATICS throughout the school.
LONG BUCKBY JUNIOR SCHOOL
(Roll: 220)
Long Buckby [illegible]
Experienced and enthusiastic TEACHER required for January to be responsible for BOYS' GAMES and AUDIO-VISUAL AIDS in this new school opened September 1975. Ability to help with swimming in school pool now under construction would be an advantage. Scale 2 available for suitable candidate.

Closing date 26th September.

Details of above posts from Head Teachers. Form (stamped addressed envelope) from County Education Officer (reference VCY), Northampton House, Northampton NN1 2HX.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced ASSISTANT TEACHERS for the following posts:
PICKERING NEW COUNTY INFANT SCHOOL
Scale 2 (Infant—please state any special interests).

Experience of "real" open plan teaching will be an advantage.

Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

KNAVESMIRE COUNTY PRIMARY SCHOOL.
York
Required for January, 1976, suitably qualified and experienced TEACHER to be responsible for Girls' Games and Environmental Studies in the Junior Department. Scale 2.

SHERBURN HUNGATE COUNTY JUNIOR SCHOOL.
Sherburn-in-Elmet
Applications are invited from young, enthusiastic TEACHERS for the following Scale 2 posts from January, 1976.

(1) To be responsible for co-ordination and advice and help to the staff in obtaining and using resource materials from the surrounding neighbourhood, museums and other sources of supply.

(2) To be responsible for MUSIC throughout the school.

ST. GEORGE'S R.C. PRIMARY SCHOOL
York
Required for January, 1976, MAN TEACHER for Juniors GENERAL SUBJECTS with interest in Sports. Scale 2 post for suitably experienced applicant.

Application forms (stamped addressed envelope please) from the Area Education Officer, Department A, 60 Piccadilly, York YO1 1PW to whom they should be returned within 12 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
APPOINTMENT OF COMMUNITY TEACHERS (Scale 3)
Applications are invited from experienced TEACHERS for appointment in January, 1976, as community teacher at the Sutton in Ashfield Forest Glade Infants' School. Appointment will be to the Unattached Staff, Scale 3, and duties will include some teaching combined with the establishment of links with parents, the community and social welfare agencies.

Further details (stamped addressed envelope) may be obtained from the Director of Education (Reference Sch 131), County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date 19th September.

SUFFOLK
COUNTY COUNCIL
GRUNDISBURGH C.E. SCHOOL
(Roll 168)
Woodbridge IP13 6TA
Head Teacher: [illegible] Jones
Required for January, 1976, well qualified ASSISTANT TEACHER for Upper Juniors with responsibility for ART and DISPLAY throughout the school (Scale 2 Houghton).

Further details and application forms from the Head Teacher at the school, to whom completed forms should be returned by Friday, 26th September, 1975.

WEST SUSSEX
HEYWORTH C.P. SCHOOL.
New England Road, Haywards Heath, Sussex [illegible]
Required January, 1976, TEACHER Scale 3 to be responsible for LANGUAGE DEVELOPMENT throughout Junior School. Initially in charge of up to 20 slow learners with interest in closer integration with main stream of school. Some help with boys' games expected.

Application form from Headmaster on receipt of stamped addressed envelope. Closing date 3rd October, 1975.

WEST SUSSEX
SHELLEY C.P. SCHOOL.
Broadbridge Heath, Horsham, Sussex RH12 [illegible]
ASSISTANT MASTER or MISTRESS, Scale 2, for January, 1976.

A teacher with ability to take responsibility in a separate building for junior department in the absence of the Head is required, for this split-site school. Please state special interests and abilities.

Application forms from Headmaster on receipt of stamped addressed envelope.

Remedial Posts

DUDLEY

METROPOLITAN BOROUGH
REMEDIAL CENTRE
[illegible] Road, [illegible] Hill, Dudley

Required for January, 1976, HEAD OF REMEDIAL SERVICE (Scale 4). Applicants should have had considerable experience of Remedial work, particularly in the teaching of reading with all age groups. Diploma or other relevant qualifications essential. Closing date: 19th September, 1975.
Further details and application forms from, and to be returned to, J. Buck, Director of Education, Education Department, Dudley Metropolitan Borough, 2 St James's Road, Dudley, West Midlands, DY1 3JJ.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
Application forms from the HEAD TEACHERS at the schools.

WESTONING C.P. SCHOOL
Westoning, Bedford
Headmaster: D. W. Powell
Required for September MAN or WOMAN for Scale 1 post for MATHEMATICS and P.E. for [illegible] school.

[illegible] V.C. SCHOOL
Biggleswade, Beds.
Number on Roll [illegible].
Headmistress: Mrs. [illegible]
Experienced TEACHER required for September to teach [illegible] age group. Possibility of Scale 2 post for suitable applicant.

ST. JOSEPH'S R.C. (V.A.) JUNIOR SCHOOL
Chester Road, Bedford
Headmistress, Sister [illegible] Mulligan
Required for September, 1975, a TEACHER to take charge of a class of second year juniors and to be responsible for music throughout the school. A Scale 2 post may be available for suitable applicant.

Further details available from the Headmistress.

The Authority has a scheme for teachers moving into Bedfordshire to assist with removal expenses and house purchase. Accommodation may be available in approved cases.

LINCOLNSHIRE

As soon as possible.

Butterwick VAP School (Roll 215)

TOP JUNIORS FOR BOYS' WELFARE. Music an advantage.

Readvertisement, previous applicants will be considered.

Scale 2 for suitable teacher.

As soon as possible.

Pinchbeck East VCP School (Roll 335)

LOWER JUNIORS: Able to take Music.
Scale 2 for suitable teacher.

As soon as possible.

Boston Carlton Road County Junior School (Roll 305)

"SPECIAL" CLASS OF UPPER JUNIORS.
Special Schools Addition £300.

Forms from Divisional Education Officer, County Hall, Boston.

Lothian

REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

Teaching Appointments

Applications are invited from registered teachers for the following posts:

EAST LOTHIAN DIVISION
PRIMARY

ASSISTANT HEAD TEACHER
Early Years
COCKENZIE PRIMARY SCHOOL
Responsibility Allowance £729

TEACHING POST
DUNBAR GRAMMAR SCHOOL
Art

EDINBURGH DIVISION
NURSERY

HEAD TEACHER
PRINCESS ELIZABETH CHILD GARDEN NURSERY SCHOOL
Responsibility Allowance £657
Applicants for this post should hold the Special Nursery Qualification.

PRIMARY

ASSISTANT HEAD TEACHER
CORSTORPHINE PRIMARY SCHOOL
Responsibility Allowence £1,146

SECONDARY

ASSISTANT HEAD TEACHER
HOLY ROOD R.C. HIGH SCHOOL
Responsibility Allowance £1,851

ASSISTANT PRINCIPAL TEACHERS
AINSLIE PARK HIGH SCHOOL
Technical Education
Responsibility Allowance £723
CRAIGMOUNT HIGH SCHOOL
Modern Languages
Responsibility Allowance £801
CURRIE HIGH SCHOOL
Art
Mathematics
Science
Social Studies
Technical Education
Responsibility Allowance £723
FORRESTER HIGH SCHOOL
Geography
Responsibility Allowance £858
TRINITY ACADEMY
Physical Education
Responsibility Allowance £756
TYNECASTLE HIGH SCHOOL
Science
Responsibility Allowance £645

TEACHING POSTS
CASTLEBRAE HIGH SCHOOL
Art
GRACEMOUNT HIGH SCHOOL
Remedial Education
ST. AUGUSTINE'S R.C. HIGH SCHOOL
History/Modern Studies

WEST LOTHIAN DIVISION
NURSERY

HEAD TEACHER
KIRKHILL NURSERY SCHOOL
Responsibility Allowance £840

PRIMARY

ASSISTANT HEAD TEACHER
(EARLY EDUCATION)
ST. ANTHONY'S PRIMARY SCHOOL
Responsibility Allowance £630

TEACHING POSTS
There are vacancies in the following Primary Schools:
EASTERTOUN PRIMARY SCHOOL, ARMADALE
BLACKRIDGE PRIMARY SCHOOL, BLACKRIDGE
GREENRIGG PRIMARY SCHOOL, HARTHILL
HARRYSMUIR PRIMARY SCHOOL, LIVINGSTON
HOWDEN ST. ANDREW'S PRIMARY SCHOOL, LIVINGSTON
KNIGHTSRIDGE PRIMARY SCHOOL, LIVINGSTON
TORONTO PRIMARY SCHOOL, LIVINGSTON
WHITDALE PRIMARY SCHOOL, WHITBURN
WINCHBURGH PRIMARY SCHOOL, WINCHBURGH
Housing may be available and further information can be obtained on application to the Divisional Education Officer.

SECONDARY

PRINCIPAL TEACHER
WEST CALDER HIGH SCHOOL
English
Responsibility Allowance £1,182

ASSISTANT PRINCIPAL TEACHER
WHITBURN ACADEMY
German
Responsibility Allowance £720

TEACHING POSTS
ARMADALE ACADEMY
Art
Business Studies (part-time)
Science
BATHGATE ACADEMY
Business Studies
Mathematics
Modern Languages (German with French)
Music
BLACKBURN ACADEMY
Mathematics
Remedial Education
Science
BROXBURN ACADEMY
Art
Business Studies
CRAIGSHILL HIGH SCHOOL, LIVINGSTON
Art
Business Studies
Physics/Chemistry
Technical Education
LINLITHGOW ACADEMY
Business Studies
OUR LADY'S HIGH SCHOOL, BROXBURN
Science
Technical Education
ST. KENTIGERN'S ACADEMY, BATHGATE
Geography/Modern Studies
Mathematics
Science
Technical Education
ST. MARY'S ACADEMY, BATHGATE
Business Studies
Chemistry
Mathematics
Technical Education
WEST CALDER HIGH SCHOOL
Business Studies
Mathematics
Physics
WHITBURN ACADEMY
Business Studies
Mathematics
Music
Physics
Physics/Chemistry
Remedial Education
Technical Education
Housing may be available and further information can be obtained on application to the Divisional Education Officer.

Salaries in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967 as amended.

Candidates should specify for which to apply.

Application forms are available from the appropriate Divisional Education Officer at the following addresses:

East Lothian Division, County Buildings, Court Street, Haddington.

Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.

West Lothian Division, 89/91 High Street, Linlithgow.

The closing date for application is 19th September.

PRIMARY
Scale 1 Posts
continued

BEXLEY
(London Borough of)
ST. THOMAS MORE PRIMARY SCHOOL
Bexleyheath
Headmistress: Miss M. M. Sloan
(Roll 361)

TEACHER for upper juniors. Music an advantage. Catholic Teachers Certificate preferred. Scale 2 or 3 for suitable applicant. Required January, 1976.

TEACHER for upper juniors. Responsibility for BOYS' GAMES. Catholic Teachers Certificate. Scale 2 or 3 for suitable applicant. Required January, 1976.

Assistance with legal fees, removal expenses and disturbance allowance can be considered. I.L.A.A £207.

Applications to Chief Education Officer (T.T.), Town Hall, Crayford, Kent.

CAMBRIDGESHIRE
HUNTINGDON AREA
HARTFORD COUNTY INFANTS' SCHOOL
St. Ives, Huntingdon, Cambs.

Required for January 1976: An ASSISTANT TEACHER to teach in this forward looking infants school. Experience with younger children would be useful.

Scale 1 post.

Application forms are available from the Headmistress of the school, to whom completed applications should be returned by 15th September, 1975.

CUMBRIA
EDUCATION COMMITTEE
ST. JOSEPH'S R.C. SCHOOL
Frizington
(Aided 4-11 mixed: Roll 88)

Required January, 1976, an ASSISTANT TEACHER (Scale 1) to teach infants. Ability to play the piano and take music in the school an advantage.

Application forms obtainable from and returnable to R. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, by 19 September, 1975.

DEVON
ST. BARNABAS R.C. PRIMARY SCHOOL
Church Street, Opp. Devonport
Plymouth

ASSISTANT TEACHER, Scale 1, mainly for infants. Music an advantage. Must be a practising Catholic.

Application forms (stamped addressed envelope) from Head Teacher, Sister Audrey, returnable to Correspondent Manager, Father G. J. Garry, SS Michael and Joseph, 247 James Street, Devonport, Plymouth.

DEVON
MEAVY C. OF E. (AIDED) PRIMARY SCHOOL
Meavy, Yelverton, Devon
(43 on Roll)
Experienced Infant TEACHER for the infants class, Scale 1

CHADDLEWOOD JUNIOR SCHOOL
Hemerdon Heights, Plympton, Plymouth
(350 on roll)
ASSISTANT TEACHER required January, 1976 for middle juniors. Music an advantage. Scale 1 post.

DUNSTONE PRIMARY SCHOOL
Shortwood Crescent, Plymstock, Plymouth
(380 on Roll)
ASSISTANT TEACHER for juniors. Interest in ART and CRAFT desirable. Scale 1

Application forms (stamped addressed envelope) from Headmasters returnable to them within 14 days.

EALING
(London Borough of)
EDUCATION SERVICE
GIFFORD FIRST SCHOOL
Greenhill Gardens, Northolt, Middlesex

Required for September, 1974, or as soon as possible, part-time, experienced nursery TEACHER to work in the afternoons, 1 to 3.30 p.m.

London allowance £351.

Application forms obtainable from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU.

EAST SUSSEX
COUNTY COUNCIL
SIDLEY COUNTY PRIMARY SCHOOL
Headmaster, Mr G. M. Moger
Readvertisement

ASSISTANT MASTER/MISTRESS required for January, 1976, for Lower Juniors, able to offer MUSIC throughout junior school. Scale 2 post for suitable applicant.

Application forms from the Area Education Officer, 20 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 22nd September, 1975.

EAST SUSSEX
(Lewes Area)
SIR HENRY FERMOR'S SCHOOL
Crowborough

Required from January, 1976, ASSISTANT TEACHERS for the following posts:—

(a) TEACHER to take RECEPTION INFANTS, Scale 1. New class to be formed of spring and summer born children.

(b) MASTER or MISTRESS to take first year juniors, Scale 1.

A generous scheme of relocation grants is available in approved cases.

Application forms obtainable from the Headmaster, Sir Henry Fermor's School, Crowborough, to whom completed forms should be returned.

EAST SUSSEX
COUNTY COUNCIL
RED LAKE PRIMARY SCHOOL
Headmaster, Mr. D. G. Ogden

Required for January, 1976, TEACHER for Upper Juniors. Scale 2 post available.

Application forms from the Area Education Officer, 20 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 22nd September, 1975.

EAST SUSSEX
COUNTY COUNCIL
SIDLEY COUNTY PRIMARY SCHOOL
Headmaster, Mr G. M. Moger

Required in January, 1976, MASTER for Middle Juniors able to offer Physical Education/Games throughout junior school. Scale 2 post for suitable applicant.

Application forms from the Area Education Officer, 20 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 22nd September, 1975.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
BURYDALE J.M. SCHOOL
(Group 5)
Burydale, Stevenage

MALE TEACHER required January, 1976, for Third or Fourth year Juniors.

Write to the Head, giving the names of two referees. Further details on request.

Removal expenses may be paid

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.

Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

College leavers applying for first teaching posts should submit applications to Divisional Education Officers

DARTFORD DIVISION

MAYPOLE C.P. J.M.I. SCHOOL
Old Bexley Lane, Maypole Estate, Bexley
TEACHER (M. or W.) required for January, 1976, for a class of 3rd and 4th year Juniors. Please state curriculum areas offered, possibility developing own interests. Scale 2 available for suitable candidate.

Application forms from Divisional Education Officer, Essex Road, Dartford (Stamped addressed envelope).

MEDWAY DIVISION

CHATHAM, PRINCES AVENUE C.P. SCHOOL
Applications are invited from TEACHERS for this new Group V School, due to open in January 1976.

Forms to be submitted to Divisional Education Officer, Fort Pitt House, New Road, Rochester.

GILLINGHAM DIVISION

BROMPTON C.E. INFANTS SCHOOL
Gillingham
MISTRESS required for January 1976. Ability to teach MUSIC an advantage.

Application forms available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent ME7 5LA, to whom they should be returned as soon as possible.

SWALE DIVISION

FAVERSHAM DAVINGTON COUNTY PRIMARY
TEACHER for middle juniors.

Applications from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne.

MAIDSTONE DIVISION

EAST FARLEIGH C.P. SCHOOL
Maidstone
Experienced TEACHER for Lower Juniors. Modern buildings.

SHEPWAY DIVISION

SEABROOK C.E.P. (CONTROLLED) SCHOOL
Seabrook, Hythe, Kent
(Present roll 128)
ASSISTANT TEACHER for Lower Juniors required as early as possible or for January, 1976.
Scale 1 post

LINCOLNSHIRE
SPALDING ST NORBERT'S R.C. PRIMARY SCHOOL
(Roll 128)
Reception Infants: Music an advantage but not essential. Practising Catholic preferred.

Forms from Divisional Education Officer, County Hall, Boston, Lincolnshire.

NORTH YORKSHIRE
(County of)

Applications are invited from suitably experienced ASSISTANT TEACHERS for the following posts:—

WEST BURTON C.E.—INFANT
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

DARLEY COUNTY PRIMARY SCHOOL
Near Harrogate
Required for January, 1976, an experienced TEACHER for Top Infants/Lower Juniors (six to eight years) (Scale 1). Music an advantage.

HARROGATE, STARBECK COUNTY PRIMARY SCHOOL
Required for January, 1976, a TEACHER for INFANTS (Scale 1).
Application forms (stamped addressed envelope, please) obtainable from the Area Education Officer, 59 Grove Road, Harrogate, North Yorkshire HG1 5ER, to whom completed applications should be returned within 14 days of this advertisement.

BRAYTON COUNTY JUNIOR SCHOOL
Near Selby
Required for January, 1976, MAN TEACHER for Upper Junior, preferably able to offer Music and perhaps some responsibility for Games.

CLIFFE PRIMARY SCHOOL
Near Selby
Required as soon as possible, Scale 1 TEACHER for Lower Juniors. Music an advantage.

ST. PAUL'S C.E. PRIMARY SCHOOL
York
Required for January, 1976, MAN TEACHER for Top Juniors with an interest in Games and Physical Education.

Application forms (stamped addressed envelope, please) from the Area Education Officer, Dept. A, 50 Piccadilly, York YO1 1PW to whom they should be returned within 12 days of the appearance of this advertisement.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for 1st January, 1976

HAFREN C.P. SCHOOL
Ref. 144/N/5. An experienced Junior trained TEACHER with a particular interest in MATHS/SCIENCE. Scale 2 post for a suitably experienced applicant.

MAESYRHANDIR C.P. SCHOOL
Ref. 145/N/5. ASSISTANT MISTRESS to work in an open plan 5-teacher unit with lower juniors. Possibility of a Scale 2 post available for a teacher suitably qualified to accept responsibility for music.

Application forms available from the undersigned (stamped addressed envelope) to whom completed forms should be returned by 19th September, 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for 1st January, 1976.

LLANWRTYD WELLS C.P. SCHOOL
Ref. 144/C/5. A trained and experienced NURSERY/INFANTS TEACHER. Piano essential. "Integrated day" or "team teaching" desirable. Scale 1 post.

LLYSWEN V.P. (A) SCHOOL
Ref. 145/C/5. A qualified junior trained TEACHER with a sound knowledge of MUSIC and able to play the piano. Art and Drawing an advantage.

Applicants should be active members of the Anglican Church. Scale 1 post

Application forms obtainable from the undersigned (stamped addressed envelope) to whom completed forms should be returned by 19th September, 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys

CITY OF SALFORD
EDUCATION DEPARTMENT
LIGHT OAKS JUNIOR SCHOOL
Group 6

Required for January, 1976, MAN TEACHER to take responsibility for physical education and with a keen interest in movement. Scale 2 post for suitable applicant.

Application forms from the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT, to whom they should be returned by 26th September, 1975.

SOMERSET
Primary vacancies—see display advertisement under Secondary Education.

WEST SUSSEX
BILLINGSHURST COUNTY JUNIOR SCHOOL
Station Road, Billingshurst

Required January, 1976, progressive TEACHER for Co-operative teaching situation able to offer MUSIC and willing to develop choir and orchestra. Previous applicants may reapply by letter only

Further details and application forms from Headmaster on receipt of stamped addressed envelope.

WILTSHIRE
CHIPPENHAM, IVY LANE JUNIOR SCHOOL
Chippenham, Wilts SN15 1HE
N.o.r. 430

Required as soon as possible, a Scale 1 TEACHER.
Application forms from and returnable to the Headmaster.

CRICKLADE, ST. SAMPSON'S C.E. SCHOOL
Bath Road, Cricklade, Swindon, Wilts. SN6 6AX
(N.o.r. 410)

Required as soon as possible, a Scale 1 TEACHER for middle infants.
Application forms from and returnable to the Headmaster.

WILTSHIRE
LYPIATT COUNTY PRIMARY SCHOOL
23MF Hostel, Corsham, Wilts SN13 9TU
Number on Roll 40
Required from mid-October, 1975 Scale 1 post for Lower Juniors. Ability to play piano essential. Service background desirable.
Application forms from and returnable to the Headmaster, Married Families' Hostel, Lypiatt, Corsham, Wilts. by 26th September, 1975.

WARMINSTER, NEW CLOSE COUNTY J. & I. SCHOOL
30 Imber Road, Warminster, Wilts.
Number on Roll: 330
MISTRESS required for Lower Juniors. Ability to teach Needlework and Craft desirable.
Application forms from the Headmaster.

Middle School Education

Headships

MERTON
(London Borough of)
EDUCATION COMMITTEE
MORDEN FARM MIDDLE SCHOOL
Aragon Road, Morden, SM4 4QU

Applications are invited for appointment in [illegible] to the HEADSHIP of this mixed middle school for pupils aged nine to 13 years. [illegible]

London Allowance [illegible]. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms and further details available from the Director of Education, [illegible] Road, M[illegible] to whom they should be returned by [illegible] September, 1975.

NORTHUMBERLAND
COUNTY COUNCIL
ROTHBURY [illegible] C.E. MIDDLE SCHOOL
(Group 4: 340 pupils)

HEAD TEACHER

Applications are invited for this post which becomes vacant on January 1 1976.

The school has a boarding wing for up to 30 children and is the centre for local further education and youth service activities in the area. Additional allowances totalling approximately £400 are payable for overall responsibility for these.

The Governors will be looking for a Communicant Member of the Church of England. Up to 75 per cent removal expenses and lodging allowances payable in approved cases.

Application forms, returnable by September 26 and further details obtainable by forwarding stamped addressed envelope to the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle on Tyne NE3 3PZ.

STAFFORDSHIRE
EDUCATION COMMITTEE
RIVERWAY C.E. (C) MIDDLE SCHOOL
Riverway, Stafford

Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this Church of England (Controlled) Middle School. At present providing courses for girls aged 11 to 16, Riverway will shortly be established as a Middle School for girls and boys aged 9-13 within the Authority's approved proposals for the reorganisation of the Stafford area on a three-tier pattern.

Application forms and Further Particulars can be obtained from the Chief Education Officer (Staffing), Education Offices, Tipping Street, Stafford (Stamped addressed envelope).

Deputy Headships Senior Masters/ Mistresses

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.

HEAMOOR COUNTY SECONDARY SCHOOL
Penzance
(Number on roll 685)
Headmaster, P. F. Pryor

Required for January 1976, DEPUTY HEAD for this Group 7 mixed Secondary Modern School

Application forms and further details available from the Headmaster (stamped addressed envelope).

Completed application forms to be returned to the Headmaster by 22nd September, 1975.

DONCASTER
EDUCATION COMMITTEE
SALTERSGATE MIDDLE SCHOOL
Scawsby, Doncaster
Telephone: Doncaster 66100

Required, SENIOR MASTER, Group 8 salary scale. Must have had Middle School experience and proven qualities of leadership, having already held a senior post. Organising ability is essential.

Further information obtainable from the Head.

Application forms available from The Director of Education, Princegate, Doncaster, to whom they should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWALE DIVISION
SHEERNESS DANLEY MIDDLE SCHOOL

Experienced and well qualified TEACHER for post of SECOND MISTRESS (Deputy Head's Scale—Houghton) at the Group 7 mixed school, 9-13 years. The successful applicant will be required to organise the mixed ability teaching of English throughout the school and to take charge of the Library and Resources area. This plays a vital part in the integrated work and team teaching which are important features of the school.

Application forms from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to be returned to the school.

MERTON
(London Borough of)
EDUCATION COMMITTEE
MORDEN FARM MIDDLE SCHOOL
Aragon Road, Morden, SM4 4QU
Acting Headmaster, Mr. P. R. Saunders

SECOND MISTRESS required January, 1976, for this mixed middle school for pupils aged nine to 13 years. Salary Group 7.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms and further details available from the Acting Headmaster at the school to whom the forms should be returned by 16th September, 1975.

SUFFOLK
COUNTY COUNCIL
STOKE-BY-NAYLAND MIDDLE SCHOOL
(500 boys and girls aged 9-13)
(Group 7)
Headmaster: I. G. Lindsley, B.Sc.

Required for January, 1976 DEPUTY HEAD. The holder of the post will be expected (and given the opportunity) to take an active interest in the development of the Middle School curriculum as well as contributing to the smooth running of the school.

The school is situated in rural surroundings in Constable country, yet within easy reach of London.

For further details and application form, please apply to the Headmaster, Stoke-by-Nayland Middle School, Stoke-by-Nayland, Colchester, Essex. (Stamped addressed envelope, please.)

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

SECONDARY TEACHING APPOINTMENTS

DEPUTY HEAD TEACHER POSTS

HUSTLER SCHOOL, Hall Drive, Acklam, Middlesbrough, Cleveland TS5 7JY. (Telephone: Middlesbrough 83601).
(Re-advertisement)
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD TEACHER at the above Group 11 School.
Hustler School was reorganised in September, 1974, as an 11-16 Comprehensive School. The roll in September, 1975, will be 1,050. The school is situated in a pleasant district of Middlesbrough on a 150 acre site shared with another 11-16 school. Over the years the school has developed a broad range of sporting: cultural and social activities out of school hours. The shared accommodation includes a PE block with sports hall and pool and a newly opened Drama Theatre of modern design.

ORMESBY SCHOOL, Stockwith Close, Netherfields, Middlesbrough, Cleveland TS3 0RG. (Telephone: Eston Grange 2191).
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD TEACHER at the above Group 10 School. the post is vacant from January, 1976, due to the promotion of the present holder to a Headship.
Ormesby School was reorganised in September, 1973, as an 11-16 comprehensive school. The school has 900 pupils rising to 1,200.

SECOND MISTRESS POST

ST. MICHAEL'S R.C. SCHOOL, Beamish Road, Billingham, Cleveland TS23 3DR. (Telephone Stockton 550612).
(Re-advertisement)
Applications are invited from suitably qualified and experienced teachers for the post of SECOND MISTRESS at this Group 10 School, for January, 1976
This rapidly developing 11-16 all-ability mixed comprehensive school is housed in modern buildings consisting of four separate blocks, which occupy approximately six acres of the 20-acre site, the remaining 14 acres containing the playing fields.
The school took in the first all-ability intake in September, 1972, and its full complement of 950 pupils should be reached by 1976. The number on roll in September, 1975, is expected to be 900.
A prospectus may be had on application to the Head Teacher.

SCALE POSTS

FURNESS SCHOOL, Marsh House Avenue, Billingham, Cleveland TS23 3HA. (Telephone: Stockton 560917).
(Re-advertisement)
Required for January, 1976, a qualified teacher for the post of LIBRARIAN, SCALE 2. The person appointed will be required to maintain the existing high standard of librarianship and liaison with the audio-visual aids department

BROOKSIDE SCHOOL, Marton Road, Middlesbrough, Cleveland TS4 3RY. (Telephone: Middlesbrough 34600).
Required for January, 1976, or earlier if possible, a teacher to be responsible for RELIGIOUS EDUCATION. SCALE 2 post, throughout the School. An enthusiastic candidate is sought who would be prepared to make a lively contribution to the school as a whole developing a soundly established subject.

GILLBROOK SCHOOL, Normanby Road, South Bank, Middlesbrough, Cleveland TS6 6AG. (Telephone: Eston Grange 6201).
Required for January, 1976, a teacher to work as one of a creative team in the ART Department, SCALE 1 post. This is a strong department and offers excellent facilities and opportunities to a teacher of high creative calibre. Preference will be given to a person able to take responsibility for POTTERY and/or THREE DIMENSIONAL WORK. There are opportunities for 'O' level and C.S.E. Mode 3 work

LOFTUS ROSECROFT SCHOOL, Rosecroft Lane, Loftus, Saltburn, Cleveland. (Telephone Loftus 40583).
Required for January, 1976, a suitably qualified and experienced teacher for GERMAN, SCALE 2 post.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.
Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above.
Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of two referees.
Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

Secondary Schools

The Gonzaga Comprehensive School
Twig Lane, Huyton, Liverpool L36 2LF
(GROUP 9)
Headmaster: A. A. Kennedy, M.A.

For January, 1976:
Additional

DEPUTY HEAD TEACHER

to assist in the administrative, pastoral welfare and academic development of this 11-18 mixed comprehensive school which is being developed and extended on a new site. Special priority allowance of £201 £276 payable. Applications are invited from graduates with good teaching experience.
Apply by letter with names of two referees to Headmaster.
Closing date: 20th September, 1975

Huyton, St. Dominic's R.C. Comprehensive School
(1,140 boys and girls, 11-18)
For January, 1976, or earlier:

MATHEMATICS

SCALE 3

Second in department. Courses to C.S.E. and 'O' levels.
Application forms from and returnable as soon as possible to The Rt. Rev. Monsignor P. Whitty, St. Dominic's Presbytery, Southdean Road, Liverpool L14 9UL.

St. Gregory's R.C. Comprehensive School
Bewley Drive, Southdean, Kirkby, Liverpool L32 9PJ
(1,750 girls, 11-18)

HEAD OF GENERAL STUDIES

(R.S.L.A.) SCALE 4

Details available from Headmistress, to whom applications should be made by letter by 19th September, 1975.

Infant School

Kirkby, St. Paul's R.C. Infant School
(GROUP 4)
New two-form entry school, expected to open in January, 1976, with nursery unit for about 100 3-5-year-olds on part-time basis.
For January, 1976, or earlier:

HEAD TEACHER

Lively, forward-looking person sought for carefully-planned open-plan school in new area of Kirkby. Exciting opportunity to work with children of young parents in lively parish.

Application forms from Borough Education Officer, Municipal Buildings, Archway Road, Huyton, Liverpool L36 9UX, returnable by Friday, 19th September, 1975, to the Rev. M. O'Connor, St. Paul's Presbytery, Moorfield, Tower Hill, Kirkby, Liverpool L33 1XD.

KNOWSLEY

MIDDLE
continued

By Subject Classification

Domestic Subjects

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
CHAUCER MIDDLE SCHOOL
Canterbury Road, Morden, Surrey
Headmaster: Mr. W. J. R. Price

ASSISTANT TEACHER required January 1976 to take GENERAL SUBJECTS in this mixed Middle School for pupils aged nine to 13 years. Burnham Scale 2 available for candidate able to accept responsibility for Home Economics throughout the school.

London Allowance (£351). Mortgage facilities, legal expenses (up to £300) and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster to whom they should be returned by 16th September 1975.

English

Heads of Department

MERTON
(London Borough of)
EDUCATION COMMITTEE
JOSEPH HOOD MIDDLE SCHOOL
Whatley Avenue, SW20 9NS
Headmaster: Mr. R. T. Evans, B.A.

Applications are invited from experienced Secondary or Junior TEACHERS for appointment in January 1976 to the post of HEAD of ENGLISH/YEAR LEADER in this mixed middle School for pupils aged nine to 13 years. Considerable scope for Drama. Houghton Scale 3 allowance is available for suitable candidate.

London Allowance (£351). Mortgage facilities, legal expenses (up to £300) and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster to whom they should be returned by 16th September 1975.

Mathematics

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
BUSHEY MIDDLE SCHOOL
West Barnes Lane, New Malden, Surrey
Headmaster: Mr. G. H. Pickford

Required January, 1976, a qualified ASSISTANT TEACHER of MATHEMATICS in this mixed middle school for pupils aged 9 to 13 years. Houghton Scale 3 available for suitable candidate capable of organising Mathematics throughout the school.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster to whom they should be returned by 16th September, 1975.

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. THOMAS OF CANTERBURY R.C. MIDDLE SCHOOL
Commonside East, Mitcham
CR4 1YG
Headmaster: Mr. J. Murphy

Qualified MATHEMATICS TEACHER required January, 1976 in this mixed middle school for pupils aged 9 to 13 years. Experience with Remedial Work an advantage. Scale 3 for suitable applicant. Practising Catholic essential.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster to whom they should be returned by 16th September, 1975.

Modern Languages

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
BUSHEY MIDDLE SCHOOL
West Barnes Lane, New Malden, Surrey
Headmaster: Mr. G. H. Pickford

Required January, 1976, a qualified ASSISTANT TEACHER of FRENCH in this mixed middle school for pupils aged 9-13 years. Houghton Scale 3 available for suitable candidate capable of organizing French throughout the school

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster to whom they should be returned by 16th September, 1975.

SHROPSHIRE
EDUCATION COMMITTEE
MIDDLE SCALE II POST FOR JANUARY, 1976
BROOKSIDE MIDDLE (600)
Telford

Experienced, enthusiastic colleague responsible for orally approached FRENCH throughout school.

Further details from Headmaster.

Application forms (send stamped addressed envelope) from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

Music

Scale 1 Posts

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. THOMAS OF CANTERBURY R.C. MIDDLE SCHOOL
Commonside East, Mitcham
CR4 1YG
Headmaster: Mr. J. Murphy

Qualified MUSIC TEACHER required January, 1976, in this mixed middle school for pupils aged 9-13 years. Scale post available for suitable applicant. Practising Catholic essential.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster to whom they should be returned by 16th September, 1975.

City of Manchester

EDUCATION COMMITTEE

Unless otherwise stated, all posts are available from January, 1976, and application forms, together with further particulars are available from the Head of the School to whom they should be returned by 16th September.

SCALE 3/4

WILBRAHAM HIGH SCHOOL,
Nell Lane, Manchester 21 2SL.
HEAD OF HOME ECONOMICS DEPARTMENT
A well qualified and experienced teacher is required to take charge of an established department with four cookery and two needlework rooms in a split site school.
Candidates should be able to supervise courses to C.S.E., G.C.E., 'O' and 'A' level and have an interest in developing design links with the Art Department.
Closing date: 23rd September, 1975.

SCALE 2

WILBRAHAM HIGH SCHOOL,
Nell Lane, Manchester 21 2SL
Teacher for ENGLISH for a varied age and ability range, including examination classes.
This post is for an experienced teacher willing to make a major contribution to the Department. An interest in Drama and magazine production would be an asset.
Closing date: 23rd September, 1975

SCALE 1

CENTRAL HIGH SCHOOL FOR BOYS,
Kirkmanshulme Lane, Manchester M12 5GT.
Teacher for RELIGIOUS EDUCATION.
The successful applicant will teach in the Upper School and Lower School.

ST. PETER'S R.C. GRAMMAR SCHOOL,
Bury Old Road, Prestwich, Manchester M25 6JH.
MODERN MATHEMATICS and GAMES in the Lower School. Some Sixth Form work available for suitably qualified candidate. Graduate preferred. Part-time would be considered.
Letters of application plus names and addresses of two referees to: The Chairman of Governors, The Very Rev. Canon B. Greenwood, St. Antony's Presbytery, Eleventh St., Trafford Park, Manchester.
Assistance with removal expenses given in approved cases for permanent full-time appointments.

MERTON
(London Borough of)
EDUCATION COMMITTEE
CRANMER MIDDLE SCHOOL
Cranmer Road, Mitcham, Surrey
Headmistress: Miss S. C. Auger

Required January, 1976, a TEACHER preferably experienced, to teach MUSIC and GENERAL SUBJECTS in this mixed 9-13 middle school.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmistress to whom they should be returned by 16th September, 1975.

Physical Education

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
CRANMER MIDDLE SCHOOL
Cranmer Road, Mitcham CR4 [illegible]
Headmistress: Miss S. C. Auger
(Age range: nine to 13 years)

Experienced MALE TEACHER required to be responsible for Gymnasium Activities and Games. Some general teaching will be required. Please state additional subjects offered. Scale 2 allowance available for candidate capable of acting as second in PHYSICAL EDUCATION Department.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmistress, to whom they should be returned by 16th September, 1975.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
PARKFIELDS MIDDLE SCHOOL
Park Road, Toddington, Dunstable,
LU5 6AB
Headmaster: Mr. D. A. [illegible]
Number on Roll 540

Required as soon as possible, TEACHER for GIRLS' PHYSICAL EDUCATION throughout the School. Scale 1. First appointments considered.

The Authority has a scheme for teachers moving into the County to assist with removal expenses.

Applications by letter in the first instance to the Headmaster.

Technical Studies

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
GORRINGE PARK MIDDLE SCHOOL
Sandy Lane, Mitcham CR4 2HD
Headmaster: Mr. C. Ballard

ASSISTANT TEACHER required January, 1976, to work mainly in established CRAFT DEPARTMENT of this mixed nine to 13 middle school. Fully equipped workshop. Scale 2 available for suitable candidate.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster, to whom they should be returned by 16th September, 1975.

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
WELLINGTON MIDDLE SCHOOL

Required for January, 1976, an enthusiastic TEACHER interested and qualified in aspects of three-dimensional multi-media ART/CRAFT.

Facilities exist for woodwork, metalwork, pottery and other crafts. The school is a mixed three-form entry Middle School, catering for children of all abilities in the nine to 13 age group.

Application forms may be obtained from the Principal Staffing and Training Officer, Directorate of Educational Services, [illegible] Piccadilly, Bradford, BD1 3LA, and should be returned to the Head Teacher, Wellington Middle School, Leeds Road, Eccleshill, Bradford, BD2 3AY, by 19th September, 1975.

Reference TT 131475/TES.

Other than by Subject Classification

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWALE DIVISION
SHEERNESS DANLEY MIDDLE SCHOOL
Halfway, Sheerness

HEAD of Fourth Year, Scale 3 for this Group 7 mixed school, 9-13 years. Enthusiastic experienced teacher to be in charge of the teaching of Science to mixed ability groups throughout the school, and to organise the general work, including Environmental Studies, of a strong fourth year team. Responsibility for pastoral care and child development throughout the year.

Application forms from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to be returned to the school.

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
WILLIAM MORRIS MIDDLE SCHOOL
Recreation Way, Mitcham, Surrey
Headmaster: Mr. F. Jones

Applications are invited from ASSISTANT TEACHERS for appointment in January 1976, as YEAR TUTOR in this mixed middle school for pupils from nine to 13 years. Scale 3 available.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be consid-

Secondary Education

Headships

CITY OF BIRMINGHAM
EDUCATION COMMITTEE

[illegible] SCHOOL
[illegible] Road,
Birmingham B28 [illegible]
Group 9
(plus S.P.S. Allowance)
Age range 11-16 (608 [illegible])

Applications are invited for the post of HEAD TEACHER of the above school to commence duty in January, 1976. This four form entry school, which is situated in the southern outskirts of the city is being reorganised as comprehensive from September, 1975, when it accepts an all-ability intake. It is a member of the South [illegible] Consortium of Schools.

Application forms and further details can be obtained from the Chief Education Officer, South Area, Schools Branch, Education Office, Margaret Street, Birmingham, B3 3BU, and should be returned by not later than 24th September, 1975.

There is a scheme for assistance with removal expenses.

[illegible] SCHOOL
Lea Village, Birmingham
B33 9SD
Group 11
(plus S.P.S. Allowance)
Age range 11-16
(850 pupils mixed)

Applications are invited for the post of HEAD TEACHER of the above school to commence duty in January, 1976. This six-form entry school, which is situated on the eastern side of the city, was reorganised on comprehensive lines in 1975, and is a member of the East Five Consortium of Schools.

Application forms and further details can be obtained from the Chief Education Officer, Margaret Street, Birmingham B3 3BU and should be returned by not later than 24th September, 1975.

There is a scheme for assistance with removal expenses.
[illegible]

DORSET
AVONBOURNE SECONDARY BILATERAL GIRLS' SCHOOL
Harewood Avenue, Bournemouth
(Group 10—970 on roll)

Applications are invited for the HEADSHIP of the above school which is a secondary bilateral school for girls—age range 11 to 16 years. The school is housed in modern buildings on the outskirts of Bournemouth and has an established examination tradition of G.C.E. "O" Level and C.S.E. work.

Assistance with removal and legal expenses

Application forms and further particulars from the Staffing Officer (on receipt of stamped addressed envelope), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, to be returned by 26th September, 1975.

DURHAM
COUNTY COUNCIL

Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIPS of the following Comprehensive Schools due to open on 1st September, 1976:

ANNFIELD PLAIN GREENCROFT COMPREHENSIVE SCHOOL
Age range 11 to 18, F.E. plus Sixth Form. Group 11

CHESTER-LE-STREET WHITEHILLS COMPREHENSIVE SCHOOL
Age range 11 to 16, 6 F.E. Group 10

CROOK WILLINGTON COMPREHENSIVE SCHOOL
Age range 11 to 16, 8 F.E. Group 11

[illegible] COMPREHENSIVE SCHOOL
Age range 11 to 16, 6 F.E. Group 10

SPENNYMOOR COMPREHENSIVE SCHOOL
Age Range 11-16, 6 F.E. plus Sixth Form Group 10.

TUDHOE GRANGE COMPREHENSIVE SCHOOL
Age Range 11-16, 6 F.E. Group 10

Further details and application forms available from the undersigned on receipt of a stamped addressed envelope. Canvassing members of the appropriate Committee, directly or indirectly, strictly prohibited. Closing date for receipt of applications 22nd September, 1975.

D. H. Curry, Director of Education, P.O. Box County Hall, Durham, DH1 5UJ.

DURHAM
COUNTY COUNCIL

Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIPS of:

CONSETT MOORSIDE SECONDARY SCHOOL
An existing three to four-form entry secondary school in Group 8. The successful applicant will be Head Teacher designate of the proposed six-form entry Consett Moorside Comprehensive School, age range 11 to 16, Group 10, due to open in September, 1976.

USHAW MOOR SECONDARY SCHOOL
An existing four to five-form entry secondary school in Group 10. The successful applicant will be Head Teacher designate of the proposed six-form entry Ushaw Moor Comprehensive School, age range 11 to 16, Group 10 due for completion in 1979.

Further details and application forms available from the undersigned on receipt of a stamped addressed envelope. Canvassing members of the appropriate committee, directly or indirectly, strictly prohibited. Closing date for receipt of applications September 22, 1975.

D. H. Curry, Director of Education, P.O. Box, County Hall, Durham DH1 5UJ.

HAMPSHIRE
MID-HANTS AREA
MOUNTBATTEN SCHOOL
Whitenap Lane, Romsey

HEADTEACHER required for this Group 10 Comprehensive Mixed School for January, 1976. Closing date 19th September, 1975—interviews will be held during October.

Further details and forms of application obtainable from the Area Education Officer, Southgate House, St. Swithun Street, Winchester (on submission of

HEREFORD AND WORCESTER
COUNTY COUNCIL
BROMYARD, QUEEN ELIZABETH HIGH SCHOOL
Bromyard, Herefordshire [illegible]
Group 8
(540 boys and girls)

Applications are invited for the post of HEAD TEACHER of this 11 to 18 mixed comprehensive secondary school. The school is housed in post-war buildings situated on the outskirts of Bromyard.

Application forms and further details available from the County Education Officer [illegible], County Education Office, Castle Street, Worcester WR1 3AG, on receipt of a stamped addressed envelope [illegible] to be returned by [illegible] September, 1975.

LINCOLNSHIRE
KIRTON COUNTY SECONDARY SCHOOL
Near Boston
(Roll 480, Group 8)
HEADTEACHER for January or April 1976.

Forms and details from Divisional Education Officer, County Hall, Boston, Lincs. Closing date 17th September, 1975.

MANCHESTER
(City of)
EDUCATION COMMITTEE
NORTH MANCHESTER AREA OF FURTHER EDUCATION

FULL-TIME HEAD OF CENTRE
at
PLANT HILL HIGH SCHOOL AND EVENING CENTRE

LECTURER GRADE II
£3,279 to £[illegible]

Application forms and further particulars to be obtained from and returned to the Area Principal, North Manchester Area for Further Education, Abraham Moss Centre, Crescent Road, Crumpsall, Manchester M8 6UF, by not later than September 19, 1975.

NORTHUMBERLAND
COUNTY COUNCIL
CRAMLINGTON HIGH SCHOOL

HEADSHIP
(Group 9)

Applications are invited for the post of HEADMASTER/HEADMISTRESS of this mixed comprehensive school for pupils aged 13 to 18 years.

Application forms, returnable by 26th September, and further details may be obtained from the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HEATH VIEW FIRST SCHOOL
Group 4

HEAD required from January, 1976.

Application forms and further particulars from the Education Officer, 8 Bond Street, Wakefield WF1 2QL.

Deputy Headships Senior Masters/ Mistresses

AVON COUNTY
CHURCHILL SCHOOL
Churchill, Bristol, BS19 5QN
(Fully Comprehensive, Group 11, 11 to 18 School)
(1,480 on roll)

Situated north side of the Mendips, 12 miles from Bristol and 8 miles from Weston-Super-Mare.

Required for January DEPUTY HEAD. Applications invited from suitably qualified men or women.

Application by letter with names of two referees to the Headmaster, enclosing foolscap stamped addressed envelope for further details.

Educational Appointments

Posts are for January 1976

Unless otherwise stated application forms and further details are obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by the dates indicated.

HOLGATE SCHOOL,
Shaw Lane, Barnsley

Headteacher (Group 10)

The school, formerly Holgate Grammar School, is a single-sex boys school which admitted its first comprehensive entry in September, 1973. The present number on roll is 740, including a sixth form of 95.
Closing date 17th September.

DEARNE BOLTON ON DEARNE INFANT SCHOOL,
Priory Road, Bolton on Dearne, Rotherham

Headteacher (Group 5)
Closing date 26th September.

DEARNE GOLDTHORPE JUNIOR SCHOOL,
Goldthorpe, Rotherham, Yorkshire

Headteacher (Group 5)
The school has children for the 7-11 age range and its buildings have recently been extensively re-habilitated to provide modern teaching conditions.
Closing date 26th September.

CARLTON JUNIOR SCHOOL,
Fish Dam Lane, Carlton, Barnsley

Headteacher (Group 4)
The school was opened in 1971 as a modern two-form entry junior school.
Closing date 26th September.

DARFIELD FOULSTONE HIGH SCHOOL,
Darfield, Barnsley

(11-16 Mixed Comprehensive)
Headteacher: H. Herdman
A school expanding in numbers and buildings where the first comprehensive intake has reached fourth year stage.

Head of English–Scale 4

An experienced well qualified teacher is sought to lead a very strong established department where enthusiasm, imagination, hard work and team spirit abound. Drama is an integral part of the approach together with mixed ability groupings and team teaching. A pure dramatist is not required but the person appointed must actively believe in the value of this medium. C.S.E. (Mode 3's) courses are well established with 'O' level and 16 plus in literature and language now developing.

Head of Languages–Scale 3

French is taught to the full ability range for the first two years and is continued with the more able in the third year where Spanish is introduced as a second language. C.S.E. and 'O' level are being developed further at this stage in both languages subject to course choices at the end of the third year.
Letters of application giving full curriculum vitae with two referees to the Headmaster as soon as possible.

BARNSLEY

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

SECONDARY TEACHING APPOINTMENT

HEAD TEACHER POSTS

BERTRAM RAMSEY SCHOOL, Marton Road, Middlesbrough, Cleveland TS4 3RX. Tel. Middlesbrough 37284
(Re-advertisement)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher. Bertram Ramsey was reorganized in September, 1974, as an 11-16 comprehensive school. The roll in September will be 1,100.

LANGBAURGH SCHOOL, Ormesby Road, Middlesbrough, Cleveland TS3 0RD. Tel. Middlesbrough 34519
(Re-advertisement)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Group 11 school. Langbaurgh School was reorganized in September, 1974, as an 11-16 comprehensive school. The roll in September will be 1,200 with a fully comprehensive ability range in each of the first four years. The post will become available in January, 1976, consequent upon the retirement of the present Head Teacher.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Forms of application and further details are obtainable from the County Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, and should be returned not later than 19th September, 1975.

LONDON BOROUGH OF SUTTON

Sutton West High School,
Robin Hood Lane, Sutton

HEAD TEACHER

GROUP 8

Applications are invited for the post of Head Teacher of this 4 f.e. school to commence duty on 1st January, 1976. The school caters mainly for boys and girls in the 11-16 age range; January, 1975, roll: 555. Please send s.a.e. for further particulars and application form (returnable by 12th September, 1975) to Director of Education, The Grove, Carshalton, Surrey SM5 3AL.

BOROUGH OF SUNDERLAND

EDUCATION DEPARTMENT

PENNYWELL SCHOOL (GROUP 12)
Portsmouth Road, Sunderland SR4 9BA

Applications are invited for the

HEADSHIP

which becomes vacant on 1st January, 1976. Pennywell School is a 10 form entry, purpose built, Comprehensive School with an age range of 11-18 years for boys and girls.

Application forms and further details may be obtained from the Director of Education at address shown below, on receipt of stamped addressed foolscap envelope and should be returned to him by 19th September, 1975. Removal expenses and temporary lodging allowance may be granted in the case of appointee from outside the Borough.

Town Hall & Civic Centre, Sunderland SR2 7DN. — L. A. BLOOM, Chief Executive.

Oxfordshire County Council

Cheney Upper School, Cheney Lane,
Headington, Oxford, OX3 7QH. Roll 950.

HEADTEACHER

required to take up appointment from beginning of Summer Term 1976. The school is part of a three-tier comprehensive system and takes pupils from 13-18.

Further details and application forms are available from J. Garne Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1NA, on receipt of a S.A.E.

Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

---

headmaster/headmistress

Edwinstowe Comprehensive School

Edwinstowe, Notts.

Qualified teachers are invited to apply for appointment as Headmaster/Headmistress of this new 11-18 Comprehensive School.

Salary Group 9 (ultimately Group 10).

Appointment to date from January, 1976, or as soon as possible thereafter.

This new School, on the outskirts of the village of Edwinstowe in Sherwood Forest, will open in September, 1976.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing Date: 22nd September, 1975.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Bedfordshire

Re-advertisement

HEAD OF THE CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE

Mentmore Road, Linslade

Salary: £8,294-£8,918 per annum

From: April 1976, or earlier if possible

Applications are invited for the Headship of this Group 11 Upper School. Originally established as a mixed grammar school, under the Authority's re-organisation arrangements, the school will ultimately cater for pupils aged 13-18 years, it will also serve the surrounding area as a community college. Re-organisation on a three tier basis began in September 1974.

Application form and further details from:
D. P. J. Browning, M.A.,
Chief Education Officer
County Hall,
Bedford MK42 9AP.
Closing date: 30th September, 1975

Cheshire

Chester District

KINGSWAY HIGH SCHOOL

Kingsway, Newton, Chester CH2 2LB

HEADTEACHER DESIGNATE

GROUP 10

Applications are invited for the post of Headteacher Designate from 1st January, 1976. The successful applicant will take up full responsibility on 1st September, 1976, on the retirement of the present Headteacher. Kingsway reorganized as a comprehensive school in September, 1972, and caters for the 12 to 18 age ranges. The school has, at present, 950 pupils on roll and is situated in a pleasant, residential area of Chester. The Committee hopes to appoint a Head who has real concern, both socially and academically, for the all round development of pupils.

Application forms may be obtained from the District Education Officer, 16 White Friars, Chester, to whom completed forms should be returned by 19th September, 1975.

Halton District

WIDNES JUNIOR COLLEGE

PRINCIPAL (GROUP 10)

Applications invited from appropriately qualified and experienced teachers for the above post.

Widnes Junior College is a purpose-built coeducational establishment which opened in September, 1974, with 390 students. Wide range of courses offered for students aged 16 to 19. A second phase in the building programme is at present being prepared. The college is pleasantly situated in Cronton Lane, on the outskirts of Widnes. The Committee hope to appoint a Principal who will continue and extend the opportunities available for sixth form students within the area both at the Junior College and by cooperation with the Halton College of Further Education.

The successful candidate will be required to take up the post on 1st January, 1976, or as soon as possible afterwards. Lodging and removal allowances in accordance with County Scheme.

Further details and application forms [illegible]

Somerset

ST. Dunstan's School, Glastonbury

HEAD

of this 11-16 age range mixed comprehensive. 580 on roll.

Appointment to commence Summer Term, 1976

Salary Group 10—£7,455-£8,079.

Further details and application form (s.a.e.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date 22nd September, 1975

Head Teacher

(GROUP 11)

Due to promotion we are looking for a capable, enthusiastic and experienced person to take over the Headship of Siddal Moor High School, Heywood. The school is a well-established 11-18 comprehensive currently having 1,000 on roll and needs somebody with drive and imagination to achieve optimum development. Heywood is a small industrial town situated some 10 miles north of Manchester and within easy reach of the Lake District, the Fylde Coast and the Yorkshire Dales.

Application forms and further details are available from the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA.

Previous applicants will automatically be considered and need not re-apply. Completed application forms should be returned to the above address by 19th September, 1975.

Metropolitan Borough of Rochdale

LONDON BOROUGH OF BEXLEY

PICARDY SCHOOL (MIXED)

BELVEDERE

Roll 1,086, Group 11

HEAD TEACHER

required January, 1976, or earlier if at all possible.

Following the retirement of the present Headmaster, the Authority seeks to appoint a suitable person to lead this all-ability mixed secondary school. Amongst the many challenging possibilities for this establishment may be the opportunity to further develop the technical and vocational aspects of the school's work, including link courses with the Erith College of Technology.

Application forms and further details available from Chief Education Officer (T.5), Town Hall, Crayford, Kent, to whom they should be returned by Tuesday, 16th September.

DORSET

Parkstone Grammar School

Appointment of

Head Teacher

(Group 10)

Applications are invited for the HEADSHIP of this four form entry girls' grammar school.

The successful applicant will be expected to take up the appointment at the beginning of the summer term 1976.

Assistance with removal and legal expenses.

Forms and further details from the Senior Staffing [illegible]

SECONDARY
Deputy Headships
continued

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
SALTASH COMPREHENSIVE SCHOOL,
Saltash, Cornwall PL12 4AY
(1,000 boys and girls 11 to 18)
Headmaster: J. C. P. Edwards, M.A.

Required for January, 1976, due to promotion to a HEADSHIP, man or woman to join the management team with particular responsibility for:
(1) Co-ordination and organisation through the Heads of Faculty of academic work and courses throughout the school;
(2) the effective use and development of teaching staff;
(3) co-operation with time-tabling.

Applicants are sought with a record of successful teaching and leadership in large comprehensive schools. Please send stamped addressed foolscap envelope for application form and further details to the Headmaster and return completed forms within 2 weeks of the date of this advertisement.

DONCASTER
EDUCATION COMMITTEE
DONCASTER GRAMMAR SCHOOL,
Thorne Road, Doncaster
(Telephone: Doncaster 62379)

SECOND MASTER/MISTRESS—Group 11.

Applications are invited for the appointment from January, 1976, of a Second Master/Mistress (Group 11) to be responsible for CURRICULUM and TIMETABLE.

This coeducational upper school with 900 pupils on roll and a sixth form of 275 was founded in 1970 by the amalgamation of the former Doncaster Grammar Schools for Girls and Boys and provides courses for pupils from 13 to 18 years of age leading to C.S.E. and G.C.E. "O", "A" and "S" level examinations.

Fifty per cent of removal expenses will be paid in appropriate cases.

Application forms and further particulars are obtainable from the Headmaster at the above school, to whom completed applications should be returned by Wednesday, September 24.

EALING
(London Borough of)
EDUCATION SERVICE
ELLEN WILKINSON HIGH SCHOOL,
Queens Drive, London W.3
Group 11 comprehensive high school for girls (11 to 18 years)
Headmistress: [illegible]

Required for September, 1976: DEPUTY HEAD (curriculum development). A person of considerable experience in posts of responsibility with an awareness of the needs of pupils of all ability levels, together with a knowledge of the current trends in comprehensive education, to be responsible for curriculum development and planning of courses in consultation with the Headmistress. The making of school timetables and examination organisation, supervision of student teachers and pupils' academic records will be in his/her charge.

London Weighting £351 per annum.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms from Chief Education Officer, Education Offices, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
WHITEHAWK FIRST SCHOOL,
Whitehawk Road, Brighton

Required January, 1976, SECOND MASTER for this Group 7 school. Salary will be on Deputy Head Group 7 Scale plus an allowance of £201 per annum as this is a school in a social priority area. Applicants will be expected to have had a variety of experience within the primary age range.

Generous scheme of relocation made available in approved cases.

Application forms and further details obtainable from the undersigned for return not later than September 26, 1975.

J. L. Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
MOULSECOOMB FIRST SCHOOL
Hodshrove Lane, Moulsecoomb, Brighton

Required January 1976, SECOND MASTER for this Group 7 school. Salary will be on Deputy Head Group 7 Scale plus an allowance of £201 per annum as this is a school in a social priority area. Applicants will be expected to have had a variety of experience within the primary age range.

Generous scheme of relocation grants available in approved cases.

Application forms and further details obtainable from the undersigned for return not later than September 26, 1975.

J. L. Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP.

HAVERING
(London Borough of)
THE COOPERS' COMPANY AND COBORN SCHOOL
(The Coopers' Company and Coborn Educational Foundation)
Founded 1536
Voluntary Aided
C/E Large Sixth Form
St. Mary's Lane, Upminster, Essex RM14 3HS

Applications are invited for the post of: DEPUTY HEAD of this mixed school. The present Deputy Head is a woman, with a Headmaster and Second Master.

Job specification to fit the person appointed.

Application forms and further information from: The Clerk to the Governors at the above address, to be returned by 19th September, 1975.

HEREFORD AND WORCESTER
COUNTY COUNCIL
AYLESTONE SCHOOL
(formerly the Hereford High School)
Whitehorse Street, Hereford [illegible]

Applications are invited for the following two posts for January, 1976, both on Deputy Head Salary Scale Group 11: HEAD of UPPER SCHOOL and DIRECTOR of STUDIES. The two former Grammar Schools received their first comprehensive intakes in 1975 and will be amalgamated in 1976 to form an eight-form entry 11 to 18 school. Previous applications are still under consideration and there is no need to reapply.

Application forms available from the Headmaster on receipt of a stamped addressed envelope (foolscap), to whom they should be returned within 14 days.

HEREFORD AND WORCESTER
COUNTY COUNCIL
[illegible] HIGH SCHOOL
Station Road, Pershore, Worcester [illegible]

HEAD of UPPER SCHOOL, Senior Teacher, required for January, 1976. The vacancy has been caused by the promotion to a Deputy Headship of the present incumbent. The school has 1,100 boys and girls [illegible] comprehensive intake has reached the [illegible] year. There is a developing sixth.

The Head of Upper School is a member of a senior management team and is responsible to the Headmaster for the welfare and discipline of Sixth and Fifth formers, the maintenance of records, draft testimonials, assemblies and responsibility for extra-curricular activities and general responsibility for the Upper School.

Further details and application forms may be obtained from the Headmaster on receipt of a stamped addressed envelope (foolscap).

HEREFORD AND WORCESTER
COUNTY COUNCIL
HANLEY CASTLE HIGH SCHOOL
Church End, Hanley Castle, Worcester WR8 0BL.
(640 mixed, including 80 in Sixth)

DEPUTY HEADMASTER (Group 9) required for January, 1976. The school was formerly a Grammar School dating from 1326, and is in the process of reorganisation as a 14 to 18 High School. It is situated in a delightful rural area and close to the Malvern Hills.

Application forms and further particulars available from the Headmaster on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
THE CAVENDISH SCHOOL
Hemel Hempstead
(Co-educational: 1,650 pupils—[illegible] in the Sixth Form)

Applications are invited for the post of DEPUTY HEAD of this Group 11 School to be filled in January, 1976. Founded in [illegible] with excellent buildings and facilities the school is now successfully adapting from a selective to an all-ability intake. The Governors seek a candidate of outstanding energy, ideals and vision who will make an important contribution at this formative stage of the School's development.

Full letters of application, including a statement of the applicant's aims if appointed, should be sent to the Headmaster, together with a curriculum vitae and the names of two referees. Help with housing may be possible and removal expenses may be refunded.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GILLINGHAM DIVISION
WOODLANDS MIXED SCHOOL
Gillingham
(Roll 950)
APPOINTMENT OF SECOND MASTER, January, 1976.

Applications are invited from well qualified and experienced TEACHERS for the appointment of SECOND MASTER of this Group 11 co-educational school.

The successful candidate will take a full and active share in the management of the school and should have proven qualities of leadership, initiative and ability in posts of responsibility.

One of the main responsibilities will be the academic development of the school and the post offers an exciting opportunity for a committed and energetic enthusiast. There will be a teaching commitment and applicants should indicate the main subject offered.

Application forms obtainable from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent to whom they must be completed and returned by 15th September, 1975.

THANET DIVISION
BROADSTAIRS, HOLY CROSS ROMAN CATHOLIC SECONDARY SCHOOL
(Group 8)

Applications are invited from suitably qualified and experienced Roman Catholic TEACHERS for the post of DEPUTY HEAD TEACHER. Applicants must have the Catholic Teachers Certificate.

Application forms obtainable from the Divisional Education Officer, [illegible] The Vale, Broadstairs, returnable to the Chairman of the Governors, Rev. [illegible]

Closing date 27th September, 1975.

ASHFORD DIVISION
[illegible] HIGH SCHOOL
(Boys and Girls)
[illegible]
SECOND DEPUTY HEAD (WOMAN) [illegible]

LEICESTERSHIRE
[illegible] UPPER SCHOOL
[illegible] 14 to 18 upper school
Headmaster: Andrew [illegible]
(Group 12) DEPUTY HEADSHIP

DEPUTY HEAD required from January. Number on roll 1,605 (355 in the sixth form). Vacancy due to present deputy's appointment to a headship. Candidates are advised to send for further details from the Head.

MARY LINWOOD GIRLS' SCHOOL
[illegible] Road, Leicester
Head: [illegible]
(Group 10)
DEPUTY HEADSHIP

Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD (man or woman) from January. The school will become coeducational in August 1976. Details from the Head.

Apply (no forms), giving full particulars and the names and addresses of two referees, to the Head by September 23.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
ASHFIELD COMPREHENSIVE SCHOOL
Sutton Road, Kirkby-in-Ashfield, Nottingham NG17 8HP
Acting Headmaster: H. J. Fenton, B.Sc.
(Mixed: 2,4[illegible], 11 to 18)

For January DEPUTY HEAD TEACHER and Head of upper school (Group 13).

The school was opened in 1964 in well-equipped buildings, standing in 48 acres of ground.

Applications (no forms) to the Acting Headmaster, with names of two referees. Closing date: September [illegible], 1975.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
KIMBERLEY COMPREHENSIVE SCHOOL
Newdigate Street, Kimberley, Nottingham NG16 2NJ
Headmaster: [illegible], M.A. (Oxon)
[illegible] 11 to 18

SECOND DEPUTY HEADTEACHER (Group 10)—to be responsible for curriculum development and resources. A qualification in Educational Technology an advantage.

Applications (no forms) to the Headmaster from whom further details are available.

Closing date 19th September, 1975.

SHROPSHIRE
EDUCATION COMMITTEE
MEOLE BRACE MODERN SCHOOL
Longden Road, Shrewsbury, Salop [illegible]

Second DEPUTY HEAD required for January 1976. Group 8, No on Roll 1,200 (Mixed).

Further details from Head (stamped addressed envelope).

TAMESIDE
METROPOLITAN BOROUGH
DROYLSDEN FAIRFIELD HIGH SCHOOL FOR GIRLS
(Group 10)
DEPUTY HEAD TEACHER

Applications are invited from qualified and suitably experienced teachers for the above post.

Application forms and further particulars from the Director of Education, Town Hall, Dukinfield SK16 4LA. Closing date 12th September. Ref. [illegible]

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL
(Mixed Comprehensive 11 to 16)
(No on roll 700)

Required for January, 1976, at this new Comprehensive School to be opened in January 1976.

Application forms and further details from Area Education Officer, 87 Ferrybridge Road, Castleford.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
PONTEFRACT GIRLS' SECONDARY SCHOOL
(Number on roll [illegible])

Applications are invited for this new post [illegible]

Forms of application from the Area Education Officer, 87 Ferrybridge Road, Castleford. Closing date [illegible], 1975.

WEST SUSSEX
[illegible] SCHOOL
(Group 12)
East Grinstead, Sussex
[illegible] Mixed Comprehensive
[illegible] on roll

Required for January, 1976, DEPUTY HEAD with particular responsibility for [illegible]

The post demands vision, easy contact with people and a grasp of detail.

Removal and resettlement expenses in approved cases.

Particulars and application forms from the Head Teacher on receipt of stamped addressed envelope.

Remedial Posts

Heads of Department

AVON COUNTY
EDUCATION SERVICE
ASHTON PARK SCHOOL
Blackmoors Lane, Bower Ashton, Bristol BS3 2JL.
(Mixed 11 to 18 years. Comprehensive 1,500)
Situated in pleasant parkland on the South Western outskirts of Bristol

Required for January, 1976, HEAD of REMEDIAL EDUCATION Scale 4 (Houghton). Experienced teacher, sympathetic to the needs of pupils with special educational difficulties to co-ordinate remedial reading particularly with pupils of 11 to 13, capable of early diagnosis, linking with Primary Schools, operating a withdrawal and return system and giving specialist guidance to subject departments. Good organising ability essential. The successful candidate will be required to set up and develop an effective remedial structure across the school.

Most work will be remedial teaching with individual pupils, or small groups and there will be a small teaching commitment in English to pupils of 14 to 16.

Application forms from the Headmaster at the school (stamped addressed envelope) to be returned within a fortnight of the appearance of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
ROCHESTER—[illegible] SECONDARY SCHOOL
[illegible] Road, [illegible], Rochester
(Co-educational [illegible] pupils)

TEACHER—required [illegible] to be responsible for REMEDIAL education throughout the school. [illegible] Scale 2 or 3 available according to qualifications and experience.

Letters of application with the names of two referees to be forwarded to the Headmaster.

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
WYCOMBE DIVISION
[illegible] COUNTY SECONDARY SCHOOL,
Downley, High Wycombe

Required for January, 1976, a TEACHER-in-Charge of Sanctuary Unit (Houghton Scale 3). This unit is being set up under the Urban Aid Programme in this school, housed in new buildings in a pleasant area. A teacher with experience of remedial work and of children with learning, emotional and behaviour problems from mixed social and cultural backgrounds is looked for. Although the unit will be a detached class on the school site the teacher will be a member of staff and will work as part of a team, including the Headmaster, the Child Guidance Clinic and the Education Welfare Service. An ability to communicate and liaise with staff, agencies and parents will be of great importance.

Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.

Application forms available from Divisional Education Officer, [illegible] House, Castle Street, High Wycombe [illegible], to whom they should be returned by September 26, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
TONBRIDGE WEALD DIVISION
MASCALLS SECONDARY (MIXED)
Paddock Wood, Tonbridge
(Roll 670)

Required as soon as possible, MASTER or MISTRESS to specialize in Remedial Teaching (Maths and English) in upper school. Scale post for experienced candidate.

Application forms (stamped addressed envelope) from and to the Headmaster.

TAMESIDE
(Metropolitan Borough)
LEIGH STREET COUNTY SECONDARY SCHOOL
Leigh Street, Hyde [illegible]

ASSISTANT TEACHER, Scale 2

To be responsible for the organisation of remedial teaching with small groups and individual pupils. Experience and or training an advantage.

Application forms available from the Headmistress. Closing date 26th September. Ref. [illegible]

Scale 1 Posts

DEVON
[illegible] SECONDARY SCHOOL
[illegible] Road, Stoke, Plymouth
(720 boys and girls on roll; 11-16)

Required for [illegible] REMEDIAL READING, with some other English. Scale 1 post.

Please apply by letter, stating qualifications and any teaching experience, to the Headmaster of the above school.

TAMESIDE
METROPOLITAN BOROUGH
THE CRESCENT COUNTY SECONDARY SCHOOL FOR BOYS
Crescent Road, Dukinfield, SK16 4HS
(Group 5, Three form Entry
Boys' School, with [illegible] boys on roll)

Required from January, 1976.

TEACHER — REMEDIAL DEPARTMENT.

Remedial education based mainly on withdrawing pupils for specialist attention at certain times. There is, in addition, a small group who require Remedial education for the larger part of the timetable. Scale 1 post plus Social Priority Allowance.

Application forms can be obtained from the Headmaster. Ref. [illegible]

By Subject Classification

Art and Design

Scale 1 Posts

DURHAM
COUNTY COUNCIL
CONSETT BLACKFYNE SECONDARY SCHOOL
(Four form entry, selective, [illegible] on roll, 120 in Sixth Form)

[illegible]—Salary Scale 1. Qualified ASSISTANT required as soon as possible to be responsible for three-dimensional studies including pottery and sculpture.

Stamped addressed envelope for application form to Area Administrative Officer, Durham Road, Blackhill, Consett, Co. Durham.

Removal expenses, lodging allowance and travelling expenses payable in approved cases.

Canvassing members of the appropriate Committee, directly or indirectly, strictly prohibited.

Closing date for receipt of applications 22nd September, 1975.

NORFOLK COUNTY COUNCIL

Education Department

SOUTHERN AREA

The Staniforth School
Staniforth Road, Thetford
Head Teacher: Mr. D. W. Briggs, M.A., J.P.
No. on Roll: 830

Applications are invited for the post of

Second Mistress

The successful candidate will be paid a salary on the Deputy Heads Scale Group 10. A graduate with a good teaching record and an interest in Curriculum Development would be preferred.

Application forms and further details may be obtained from the Headmaster at the School. Completed forms to be returned by 24th September 1975.

WEST GLAMORGAN County Council

Education Committee

Secondary Education

Headteacher

Applications are invited from suitably qualified teachers for the following Headship in the Authority's service to commence duty on 1st January, 1976, or as soon as possible thereafter.

Llangatwg Comprehensive School
Cadoxton, Neath
(Post Ref. OS8/2.17.75)

This is a Group 11 school with a mixed pupil enrolment of 1,310 in the age range 11-16 years. After form 5, pupils transfer to another comprehensive school for sixth form work.

Application forms and further details of the post are available from the undersigned on receipt of a stamped addressed foolscap envelope.

CLOSING DATE. The closing date for the receipt of completed application forms is Friday, 19th September, 1975.

JOHN BEALE Director of Education.
Education Department, Princess House, Princess Way, SWANSEA.

KENT County Council Education Committee

SWALE DIVISION

SITTINGBOURNE ROWENA SCHOOL FOR GIRLS Roll 760

Comprehensive in first two years—Group 9

Applications are invited for the post of

DEPUTY HEAD

for this modern, pleasantly situated school. Courses already established leading to C.S.E. are ready to be developed to include G.C.E. 'O' level work. Idealism tempered with realism and good humour and enthusiastic dedication to the development of secondary education are qualities sought.

Applications by letter to: Miss J. F. Sutton, Headmistress, Rowena School for Girls, Swanstree Avenue, Sittingbourne.

Wolverhampton Borough Council

Education Committee

Required for January 1, 1976:

COLTON HILLS SCHOOL (GROUP 12)

Applications are invited from suitably qualified and experienced teachers for the post of:

DEPUTY HEAD

The school is a co-educational 11-18 Comprehensive Community School of some 1,650 pupils, 150 in the Sixth Form, offering courses to C.S.E., 'O', 'A' and 'S' levels. The post carries responsibilities in the Administrative, Curriculum and Community development areas. Candidates should state their teaching subjects. Application forms and further particulars from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to be returned within 14 days of this advertisement.

SECONDARY
Art and Design
continued

ENFIELD
[illegible]
Comprehensive Upper School [illegible]
Required for September, 1975, a TEACHER of ART for an expanding department. Ability to assist in three-dimensional work, design and technology an advantage. [illegible]

Apply to the Headmaster at the school with full details, application form and description of post.

STAFFORDSHIRE
EDUCATION COMMITTEE
[illegible] COMPREHENSIVE SCHOOL
[illegible] Road, Rugeley
(Roll 950)

A versatile and imaginative TEACHER of ART (Scale 1) is required for January, 1976, to teach General Art, but a particular interest in Screen Printing and allied techniques would be a considerable advantage.

Application forms obtainable from and returnable to the Head Teacher (stamped addressed envelope).

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL
Mixed Comprehensive 11 to 16
Number on roll 700

Required for January, 1976, at this new Comprehensive School to be opened in January, 1976, a TEACHER of ART—Scale 1.

Application forms and further details from Area Education Officer, [illegible] Road, Castleford.

Classics

Other Posts on Scale 2 and above

WEST SUSSEX
HIGH SCHOOL FOR GIRLS
Worthing Road, Horsham, Sussex
[illegible]

Required January, 1976, TEACHER to take charge of teaching LATIN throughout the school to "A" level and some GREEK. The school will begin a transition to an 11 to 18 coeducational comprehensive school in September, 1976, but the sixth form will remain Girls only. An interest in Cambridge Latin and Foundation Courses [illegible]. Possibility of Scale 3 for suitably qualified and experienced candidate.

Application form and further details from Headmistress on receipt of stamped addressed envelope.

Scale 1 Posts

NORTH YORKSHIRE
COUNTY OF
[illegible] SCHOOL
[illegible] 11-18 comprehensive [illegible] January, 1976 — TEACHER of LATIN to [illegible] to G.C.E. and some Lower and Middle School English.

There is the possibility of some [illegible] after September, 1976.

Forms of application and further particulars are obtainable from the Headmaster, Malton School, Middlecave Road, Malton, North Yorkshire, to whom they should be returned as soon as possible.

Commercial Subjects

Heads of Department

BERKSHIRE
EDUCATION COMMITTEE
(Reading District)
SOUTHLANDS GIRLS' SCHOOL
(Northumberland Avenue, Reading [illegible])
[illegible]
Headmistress: Mrs. G. A. [illegible], B.A.

HEAD OF COMMERCIAL DEPARTMENT
Salary Scale 3

Required for January, 1976, [illegible] to organise the teaching of Commercial subjects: Typewriting including Audio Typing, Office Practice and Commerce, to girls in the senior school. There is a well equipped Typewriting room and the school has a Resources Centre with modern equipment. Salary Scale 3.

Application forms obtainable from and returnable to the Headmistress at the School.

Assistance with removal expenses [illegible] allowance [illegible] teachers only [illegible] approved cases.

Scale 1 Posts

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
LOSTOCK SCHOOL
(1,000 mixed)
Selby Road, Stretford, Manchester
M32 9PL
Tel.: 061 865-4315

COMMERCIAL SUBJECTS (Scale 1)

Required immediately, to share teaching of TYPING and OFFICE PRACTICE. Students entered for C.S.E., R.S.A., and U.L.C.I. Audio reprographic, telephone and office equipment available.

This is a temporary post and could be full time or part time.

Please telephone the Headmaster.

WEST SUSSEX
[illegible] SCHOOL
[illegible] Sussex

Required January, 1976, TEACHER of COMMERCIAL STUDIES. Commerce and related subjects are taken to [illegible] examination level. Well equipped department with [illegible]

Application forms from Headmaster on receipt of stamped addressed envelope.

Domestic Subjects

Heads of Department

DORSET
[illegible] CROSS SECONDARY GIRLS SCHOOL
[illegible] Road, Parkstone, Poole
([illegible] on roll 480, 12 to 16 years)

Required January, 1976: HEAD of DEPARTMENT of HOME ECONOMICS, Scale 3. There are two other members in the Department [illegible] shared with Science and well established [illegible] leading to G.C.E. and C.S.E. Candidates should be prepared to lead a team, including members of the Art and Craft and Needlecraft Departments, in a Mode 3 Syllabus on Home Making & Parentcraft. C.S.E. Course is now established.

Assistance with removal and legal expenses.

Application forms from Headmistress on receipt of stamped addressed envelope.

GLOUCESTERSHIRE
BERKELEY VALE SCHOOL
Wanswell, Berkeley, GL13 9RS
HEAD OF DEPARTMENT, GIRLS CRAFT

MISTRESS required January, 1976, as Head of Year Head of Girls' Craft, Scale 3, in this 11 to 18 rural comprehensive school.

Letters of application (no forms) together with curriculum vitae, names, addresses and telephone numbers of two referees to the Headmaster by 19th September, 1975.

Other Posts on Scale 2 and above

STAFFORDSHIRE
EDUCATION COMMITTEE
GREAT WYRLEY HIGH SCHOOL
Hall Lane, Great Wyrley, Walsall
Roll 1,050

Required for January, 1976 in this developing 13 to 18 High School serving four rural villages, a TEACHER, Scale 2, of NEEDLEWORK and ASSOCIATED STUDIES, including CHILDCARE. The department is housed in a new Youth Activities Block and the all-ability intake has now reached the fifth year. A suitable and interested applicant could be considered additionally for the pastoral post of Fifth-Year Tutor (Girls) with the prospect of further promotion.

Application forms obtainable from and returnable to the Head Teacher (stamped addressed envelope).

SUFFOLK
COUNTY COUNCIL
THE DENES HIGH SCHOOL
[illegible]
Headmaster, Mr. D. A. [illegible], M.A.

Required in September or January, a member of staff to teach in the HOME ECONOMICS Department during the G.C.E. and C.S.E. and non-examination work. The school has a modern well equipped Home Economics Wing and it is hoped to appoint a member of staff who can share fully in the life of a large comprehensive school. A Scale 2 post is available for a suitably qualified candidate.

Application forms and further details available from the Headmaster, The Denes High School, Lowestoft, to whom they should be returned by 23rd September, 1975.

WARWICKSHIRE
EDUCATION DEPARTMENT
COLESHILL SCHOOL
Coventry Road, Coleshill, Birmingham
(Comprehensive [illegible] on roll)

Required for January, 1976, TEACHER of HOME ECONOMICS with possibility of some NEEDLEWORK. Possibility of C.S.E., G.C.E. "O" and "A" level work.

Apply direct to Headmaster [illegible] names of two referees.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
[illegible] SCHOOL
[illegible]
(11 to 16 age group)
Headmaster: [illegible], B.A.

Required as soon as possible a TEACHER of HOME ECONOMICS to C.S.E. and "O" level in this rural secondary school which will be reorganised as a comprehensive school for upwards of 500 pupils (intake in the 11 to 16 age group) from September, 1976.

Salary—Burnham Scale 1 or 2 according to qualifications and experience.

Further details and application forms may be obtained from the Headmaster (stamped addressed foolscap envelope please).

DEVON
PLYMPTON GRAMMAR SCHOOL
Seymour Road, Plympton, Plymouth

Required for September, a part-time TEACHER of DOMESTIC SCIENCE to "O" level, for three days, Tuesday, Thursday and Friday, each week.

Please contact the Headmaster, Mr. B. Hall, at the school, telephone number Plymouth 47193, for further details and application forms.

DORSET
[illegible]

[illegible]

HAVERING
(London Borough of)
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster
([illegible])

Large Sixth Form. [illegible] to take in September, 1977.
TEACHER required for January, 1976, Scale 1 post, to teach HOME ECONOMICS but with NEEDLEWORK. The department is housed in a modern block and is well equipped. Pupils [illegible] "O" and "A" level courses.

London Allowance. [illegible] Help with removal expenses in approved cases.

Apply with full details to the Headmaster, with the names of two referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
ROCHESTER, [illegible] SECONDARY SCHOOL FOR GIRLS
City Way
([illegible])

ASSISTANT MISTRESS to help with NEEDLEWORK throughout the school.

Applications to the Headmistress, two referees.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
BLESSED THOMAS HOLFORD R.C. SECONDARY SCHOOL
(804 mixed)
Urban Road, Altrincham, Cheshire
WA15 8HT
Tel.: 061-9[illegible]

Part-time ASSISTANT TEACHER of NEEDLEWORK required from September, 1975 for 2½ days per week. Modern, well-equipped room in the Home Economics suite.

Application forms, available from the Head of the School, should be returned as soon as possible.

WEST SUSSEX
COUNTY COUNCIL
HAZELWICK SCHOOL
Crawley, RH10 1SX

TEACHER of HOME ECONOMICS required for January, 1976, [illegible]

Removal and resettlement expenses in approved cases.

Particulars and application forms from the Head Teacher on receipt of stamped addressed envelope.

Favourable housing scheme for teachers employed in Crawley New Town, and London Fringe Allowance.

English

Heads of Department

DERBYSHIRE
EDUCATION COMMITTEE
HOMELANDS SCHOOL
Village Street, Derby [illegible]
Headmistress: [illegible], B.Sc.

Applications are invited for the post of HEAD of the ENGLISH DEPARTMENT at this co-educational comprehensive school (1,500 pupils) for January, 1976.

Salary Scale 4.

Letters of application, including the names of two referees, to the Headmistress from whom further details can be obtained.

DERBYSHIRE
EDUCATION COMMITTEE
SINFIN COMMUNITY SCHOOL
[illegible] Road, Derby [illegible]
Telephone Derby [illegible]
Headmaster: [illegible] Boyd, B.A.

Required for January, 1976, in this new mixed comprehensive school which opened in new buildings in September, 1974,
HEAD of ENGLISH, Scale 4 [illegible]

A candidate with [illegible] qualifications and experience is sought to coordinate the school's language policy across the curriculum, with ample opportunity to cooperate with other Faculties in the development of integrated courses.

Application forms and further particulars may be obtained from the Headmaster and completed applications should be returned as soon as possible.

LIVERPOOL
ST. FRANCIS XAVIER'S COLLEGE
Beaconsfield Road, Liverpool
[illegible]
R.C. Direct Grant (750 boys)

Required for January, 1976 HEAD of ENGLISH. Scale IV (Main)

Apply to the Headmaster with the names of two referees.

Closing date: September 20th 1975.

Telephone 051-[illegible]

Cheshire

"Application forms (send sae), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON M.A.
Director of Education"

HEADS AND DEPUTY HEADS

HEAD TEACHER DESIGNATE
Kingsway High School
Kingsway, Newton, Chester. Group 10
Required from the 1st January, 1976. See separate block advertisement elsewhere in this issue.

SECOND DEPUTY HEAD (Group 9)
Tytherington County Secondary School for Girls
Manchester Road, Macclesfield, SK10 2EE
Tel.: Macclesfield 24473
Required January, 1976. Applications are invited from well-qualified and experienced teachers. The person appointed will have responsibility for the timetable, for curriculum development and will be expected to take a full and active part in the general management of the school.
There will be a teaching commitment and applicants should indicate the main subjects offered.

SECOND DEPUTY HEAD TEACHER
Weaverham County Secondary School
This is a Group 9 Secondary School which is scheduled to become an 11-16 Comprehensive School upon re-organisation (probably in 1978) and will be extended to 900 places.
The person appointed will be expected to make a substantial contribution in one of the following areas:
(a) Curriculum planning and development. In this case the candidate would also be The Director of Studies
(b) Pastoral care and administration
Further particulars and application form may be obtained from the District Education Officer, County Offices, Watling Street, Northwich, to whom they should be returned by September 26th.

PRINCIPAL (GROUP 10)
Widnes Junior College, Cronton Lane, Widnes
See advertisement under Secondary Headships.

HEADS OF DEPARTMENT

HEAD OF CAREERS, Scale 3
Appleton Hall County Grammar School
Hall Drive, Appleton, Warrington, WA4 5JL
Headmaster: Mr. W. D. Power, M.A.
Required for January, 1976. The post is not tied to a particular subject. Applicants must state clearly what subject(s) they can offer.
Appleton Hall is a 4/5 f.e. mixed Grammar School that opened in 1966 in new buildings on a delightful site in North Cheshire. Reorganisation proposals are under discussion. It is very likely that Appleton Hall will become an 11-18 Comprehensive School. Send S.A.E. for application form to be returned within 10 days.

HEAD OF RELIGIOUS EDUCATION, Scale 2 or 3
St. John's R.C. Secondary School
Bridgewater Avenue, Latchford, Warrington, WA4 1RX
Tel.: Warrington 35556
(11 to 16 Mixed)
The successful candidate will be responsible for co-ordinating and developing the teaching of the subject and integrating it throughout the daily life of the school.

SENIOR TEACHERS

HEAD OF UPPER SCHOOL
Ludford County Secondary School
Ludford Street, Crewe, Cheshire
Required for January or earlier because of promotion of present holder. This post carries responsibility for the pastoral care and discipline of boys and girls in the third, fourth and fifth years of this Group 11 Secondary Modern School. Salary Scale is that of Senior Teacher.
Closing date for applications: September 30th, 1975.

SCALE 2 POSTS & ABOVE

1. **HEAD OF MUSIC (Scale 3)**
2. **GIRLS PHYSICAL EDUCATION DEPARTMENT (Scale 2)**

Tytherington County Secondary School for Girls
Required January, 1976.
1. Applications are invited from well qualified and experienced teachers willing to continue the development of the school band and choir. An interest in DRAMA would be an advantage. The school has a strong musical tradition.
2. A mistress to take charge of the Physical Education Department, Scale 2. An interest in dance drama would be an advantage. Activities in the school include games, athletics, Olympic gymnastics, swimming and ski-ing.

For School details see under Heads & Deputy Heads.

SCALE 1 POSTS

SCIENCE
Nantwich County Secondary School for Girls
Audlem Road, Nantwich, Cheshire
Required for January, 1976, a teacher (grade 1) for Science, to teach Human Biology to CSE/O level. It is hoped to appoint someone with an interest in environmental science, and a readiness to explore the possibilities of integration with other subjects. Application forms returnable by 15 September, 1975.

1. **TECHNICAL STUDIES**
2. **SCIENCE**

Nantwich County Secondary Boys' School
Audlem Road, Nantwich, Cheshire CW5 7DZ
1. To teach metalwork with some woodwork. An interest in control technology an advantage.

   In September, 1977, the school will take in its first fully comprehensive entry and will develop into an 11-16 Comprehensive School. C.S.E. and 'O' level courses are being developed giving the successful candidate ample scope.
2. Assistant Master, for Science and Biology in the Lower School to commence 1st January, 1976, with prospect of CSE work.

THE CITY OF Birmingham
EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope, to Head of School.

BOURNVILLE SCHOOL, Griffins Brook Lane, Birmingham B30 1QL. 021-475 3081 (1,010 Mixed)
Required January, 1976, well qualified and experienced teacher to act as Head of the Music Department. There are well established G.C.E. "O" and "A" level courses with developing choirs and orchestras, well supported by many visiting instrumental teachers. This could be up to a Scale 3 post, depending on experience.

BROADWAY SCHOOL, The Broadway, B20 3DP. (1,070 Mixed)
Responsibility for development of Woodwork in a large well-equipped department. Required for January, 1976. SCALE [illegible]

DUDDESTON MANOR, Great Francis Street, B7 4QR
11-18 (Group 11) Mixed
Head of English to be responsible for Department of 7 including Drama and Library, working closely with Remedial Department. Established Courses C.S.E., "O" and "A" levels. SCALE [illegible]

HALL GREEN SCHOOL, Stonorwood Avenue, Southam Road, Birmingham, B28 0AZ (670 Mixed)
Required January, 1976, teacher for Craft mainly Woodwork. The department has [illegible] Scale 2 Post available.

HODGE HILL SCHOOL, Bromford Road, B36 8HB
Required for 1st January, 1976. Head of Art Department. Five specialist Rooms including a pottery room. Courses to C.S.E., G.C.E. "O" and "A" level. SCALE 3/4

KINGS NORTON SCHOOL, Downland Close, B38 8QT.
Head of History within the faculty of Humanities. Reorganized Comprehensive School, September, 1975. Vacancy due to promotion. SCALE 3
Scale 4 Head of Mathematics/Science
Scale 4 Head of Creative Design
Scale 4 Head of Humanities.
Required January, 1976. To organise the academic objectives of subjects within the faculty, to introduce sixth form studies, to liaise with other three faculties. Closing date 19th September, 1975.
There is a scheme for assistance with removal expenses.

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

ST. EDMUND CAMPION R.C. COMPREHENSIVE SCHOOL
Required for January, 1976, for this newly established 11-18 School (Group 11)
HEAD OF THE ENGLISH DEPARTMENT
The Department has established courses for C.S.E. and G.C.E. "O" and "A" Level. Experience of comprehensive schools and of mixed ability teaching would be advantages. Scale 4 available for suitable candidate.
HEAD OF THE MATHEMATICS DEPARTMENT
The Department has established courses for C.S.E. and G.C.E. "O" and "A" Level. Familiarity with various approaches to Modern Mathematics would be an advantage. Scale 4 available for suitable candidate.
HEAD OF THE LANGUAGES DEPARTMENT
The Department has established courses for C.S.E. and G.C.E. "O" and "A" Level in French and German. Knowledge of audio-visual methods and experience of language teaching to pupils of all abilities would be advantageous. Scale 4 available for suitable candidate.

Further details and application forms from the Correspondent Governor, c/o St. Edmund Campion School, Sutton Road, Erdington, Birmingham B23 5XA, to whom completed forms should be returned by 22nd September, 1975.
There is a scheme for assistance with removal expenses. (V1895?)

SECONDARY
English
continued

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for 1st January, 1976

JOHN BEDDOES SCHOOL
Presteigne
(Tel.: Presteigne 259)

REF. No. C/6. HEAD of ENGLISH DEPARTMENT (Scale 4). This important appointment is for an experienced graduate able to lead the departmental staff, and to make a major contribution to the life of the school. The school is situated in a delightful rural border area famous for its beautiful scenery and is a mixed comprehensive 11 to 18 school, with 620 pupils on roll.

Application forms and further particulars obtainable from the Headmaster (stamped addressed envelope) to whom completed forms should be returned by 19th September, 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

SHROPSHIRE
EDUCATION COMMITTEE
BASCHURCH COUNTY MODERN SCHOOL
Baschurch, near Shrewsbury, Salop

Required January, HEAD of ENGLISH DEPARTMENT (Scale 3), with interests in school productions. Becoming 11 to 16 comprehensive, 1977.

Further details from Head Teacher (stamped addressed envelope).

WEST SUSSEX
COUNTY COUNCIL
SACKVILLE SCHOOL
Lewes Road, East Grinstead

MASTER/MISTRESS required for January as HEAD of ENGLISH. This is a nine form entry 11-18 mixed comprehensive School with 1,450 on roll in well equipped modern buildings.
The post will provide opportunities to contribute towards the further development of the school.

Removal and resettlement expenses in approved cases.

Particulars and application forms from the Head Teacher on receipt of stamped addressed envelope.

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LEON SCHOOL
Bletchley
(974 boys and girls aged 12-18)

Required for January 1976
ASSISTANT MASTER or MISTRESS to be responsible for this subject in the Lower School (12 to 14 age groups). An interest in the development of Integrated Studies courses will be an advantage and there will also be an opportunity to teach English in the Sixth Form. A Scale 2 post will be available for a suitably qualified and experienced applicant.

Bletchley is situated in the designated area of the new city of Milton Keynes. The Development Corporation is making a limited number of houses available for which the successful candidate can be considered. Subject to the County Council's regulations, removal expenses up to £158 and board and lodging allowances will be payable.

Application forms can be obtained from Mr. D. R. Bradshaw, B.A., Headmaster, Leon School, Fern Grove, Bletchley, Milton Keynes MK2 3HQ (Please enclose a stamped addressed foolscap envelope).

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
TENTERDEN, HOMEWOOD SCHOOL
(Boys and Girls)
(Roll 930)

MASTER or MISTRESS Scale 2 Second in Department. Graduate able to teach English to "A" level.

Applications to Headmaster at the School.

WEST SUSSEX
COUNTY COUNCIL
HAZELWICK SCHOOL
Crawley, RH10 1SX

TEACHER of ENGLISH required for January, 1976, to be second in a highly successful department of 8. English is taught throughout the school to "O", "A" and C.S.E. (Mode 3) level. Administrative ability as well as imaginative and lively teaching is needed. The vacancy is due to the promotion of the present holder to a headship of department elsewhere.

Removal and resettlement expenses in approved cases.

Particulars and application forms from the Head Teacher on receipt of stamped addressed envelope.

Favourable housing scheme for teachers employed in Crawley New Town, and London Fringe Allowance.

Scale 1 Posts

DONCASTER
METROPOLITAN BOROUGH COUNCIL
[illegible]
[illegible] SCHOOL,
[illegible] Road, Doncaster
[illegible]

Required 1st November, TEACHER for ENGLISH, course to C.S.E., "O" and "A" level. The person appointed would be expected to teach throughout the whole academic range.
Salary—Scale 1.
Application form, and further details available from the Head of the above school.

HARINGEY
(Borough)
THE STATIONERS' COMPANY'S SCHOOL
Mayfield Road, Hornsey, London, N8
Voluntary controlled Comprehensive School. 1,350 boys, 120 in Sixth Form
Headmaster: R. D. Baynes, M.A.
Required for September
ASSISTANT MASTER to teach ENGLISH throughout the school up to "O" Level.

Allowances payable: London Allowance £561; Social Priority Allowance £201 [illegible]. Removal expenses. A limited number of nominations to a Housing Association are available to the Governors of the school. Applications, with brief statement of qualifications and experience, and the names of two referees, to the Headmaster.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
MARSHALLS PARK SCHOOL
(Roll, 1,450; coeducational)
Telephone Romford [illegible]
Havering Drive, Romford RM1 4BD
Marshalls Park School consists of Upper and Lower Schools [illegible] apart.
Required immediately
TEACHER of ENGLISH for work in Lower School
Letters of application to be sent direct to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM TECHNICAL HIGH SCHOOL FOR BOYS

Required January, TEACHER (man or woman) of ENGLISH with HISTORY in lower school.

Apply by letter (2 referees) to: Headmaster, Chatham Technical High School for Boys, Holcombe, Maidstone Road, Chatham, Kent ME4 6JB. (Phone: Medway 13604).

LEICESTERSHIRE
COMPREHENSIVE SCHOOLS
In the Leicestershire Plan for the organisation of secondary education
High 11-14

WINSTANLEY HIGH SCHOOL AND COMMUNITY COLLEGE
Kingsway North, Braunstone
(Roll 922)

ENGLISH, Scale 1. Permanent or temporary from 29th September.

Apply (no forms) with full particulars, and names and addresses of two referees to the Head from whom further details can be obtained.

STAFFORDSHIRE
EDUCATION COMMITTEE
RIVERWAY GIRLS' SECONDARY SCHOOL
Riverway, Stafford
Roll: 850

Required for January, 1976, a TEACHER of MODERN EDUCATIONAL DANCE and ENGLISH—Scale 1.

From September, 1976, this school will accept a comprehensive intake at 11-plus and thereafter there will be a phased reorganisation whereby Riverway becomes a co-educational C.E. (Controlled) Middle School for pupils aged nine to 13.

Application forms obtainable from and returnable to the Head Teacher (stamped addressed envelope).

SUFFOLK
COUNTY COUNCIL
THE DENES HIGH SCHOOL
[illegible]
Headmaster, Mr. D. A. [illegible], M.A.

Required as soon as possible a member of staff to teach in the ENGLISH Department and to take a share of public examination work. The successful candidate would be willing to play a full part in the life of a large comprehensive school and the post is particularly suitable for those seeking a first appointment.

Application forms and further details available from the Headmaster, The Denes High School, Lowestoft, to whom they should be returned by 23rd September, 1975.

Geography

Heads of Department

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
COLLENSWOOD SCHOOL
(Group 10)
Collenswood Road, Stevenage

HEAD of GEOGRAPHY (Scale [illegible]) required for January, 1976. An enthusiastic teacher is required to develop this expanding department. Experience of examinations at all levels essential.

Further details on request. Removal expenses may be paid. Write to the Head giving the names of two referees.

Other Posts on Scale 2 and above

BERKSHIRE
SLOUGH DISTRICT
LANGLEY GRAMMAR SCHOOL
Reddington Drive, Slough SL3 7QS
Head: J. G. Day, B.Sc.
610 boys and girls

Required January, 1976, ASSISTANT MASTER or MISTRESS to share the teaching of GEOGRAPHY to G.C.E. "O" and "A" levels. Scale 2 allowance available for suitable qualifications and experience. £141 per annum local weighting allowance payable. Possibility of accommodation within approximately six months. Removal expenses and lodging allowance payable in approved cases.

Applications (no forms) should be submitted to the Headmaster as soon as possible, giving names and addresses of two referees.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
RUSHDEN GIRLS' COMPREHENSIVE SCHOOL
Spencer Road, Rushden, Northants.

Required for January, 1976, an experienced TEACHER to be responsible for GEOGRAPHY within the Humanities department. Applicants should be capable of teaching to "A" level and preferably have had experience of sixth form work. Rushden is equidistant from Northampton and Bedford. The school is purpose-built in parkland and has [illegible] girls on roll.

Salary Scale 2 available.

Further particulars and application forms from the Headmistress.

Scale 1 Posts

HERTFORDSHIRE
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St. Albans
(Five-form entry, 11-18 mixed, all-ability)

Required immediately, TEACHER for GEOGRAPHY throughout the school. Scale 2 post for suitably qualified and experienced teacher.

Apply by letter to the Headmistress at the school.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
[illegible]

There will be a vacancy at the end of September for a full-time GEOGRAPHER. A full-time appointment is possible for an applicant who can offer a suitable second subject. A temporary appointment might be made for the rest of the Autumn Term.

Applications [illegible] Please apply at once to the Headmistress at the school [illegible]

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton

Required September, [illegible], a TEACHER of GEOGRAPHY, some history, to join a large Humanities Department. Well-established C.S.E. "O" and "A" level courses. Graduate preferred, but well-qualified specialists considered. An interest in Geology would be an additional recommendation.

Applications to Headmaster in first instance.

History

Heads of Department

COVENTRY (City of)
TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL
(1,310 on roll)
Beautifully situated on edge of green belt.

Required January, 1976 — HEAD of HISTORY, new Scale 3

Further particulars available from school. Apply by letter giving full details (age, qualifications, experience and names and addresses of two educational referees) to the Headmistress at the school, Nutbrook Avenue, Coventry, CV4 9PW.

Closing date 10 days after appearance of advertisement.

SUFFOLK
COUNTY COUNCIL
SUDBURY UPPER SCHOOL
(Mixed comprehensive; 13 to 18; 950 pupils, 200 in the sixth)

Required for January, 1976, HEAD of HISTORY (Scale 3) to teach in this school which opened in new buildings in 1972.

Further details and application forms obtainable (stamped foolscap envelope please) from the Headmaster, to whom completed forms should be returned as soon as possible.

Other Posts on Scale 2 and above

BIRMINGHAM 15
KING EDWARD'S HIGH SCHOOL FOR GIRLS
Edgbaston Park Road
Birmingham 15
Telephone 021-472 1834
(Direct Grant Grammar. 550 girls. 11 to 18)

Required in January: Trained GRADUATE (woman or man) to share in the teaching of HISTORY throughout the School. This post could be made suitable either for someone with a few years' experience (post of responsibility) or for someone with none (Scale 1).

Applications for a temporary post would be considered.

Further particulars from the Headmistress at the School.

KIRKLEES
METROPOLITAN COUNCIL
EARLSHEATON HIGH SCHOOL
Canterbury Road, Dewsbury

Required from January, a TEACHER to join the HUMANITIES DEPARTMENT (Scale 2) in this newly reorganised 12-18 comprehensive school. The successful applicant will be responsible for the organisation of HISTORY within the Department and will be expected to play a full role in the Upper School Humanities Programme.

Applications by letter to the Headmaster giving details of experience and two referees.

Scale 1 Posts

HILLINGDON
(London Borough of)
[illegible] SECONDARY SCHOOL
[illegible]
(850 on roll—coeducational—inc. sixth form)
Head Teacher—Mr. J. L. [illegible]

Required for September or as soon as possible thereafter, TEACHER for HISTORY. It would be an advantage if the applicant could offer some Boys' [illegible]

The post is suitable for a teacher seeking his/her first appointment.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CHATHAM GRAMMAR SCHOOL FOR GIRLS
Rainham Road, Chatham, Kent
[illegible]

A HISTORY GRADUATE is required for September, 1975, or January, 1976, to join a flourishing department and to assist in the teaching of History to C.S.E. and G.C.E. level. An ability to teach Economics or English as a second subject would be helpful but is not essential.

Apply by letter, giving the names and addresses of two referees, to the Headmistress.

MEDWAY DIVISION
CHATHAM TECHNICAL HIGH SCHOOL FOR BOYS

Required January, TEACHER (man or woman) of HISTORY with ENGLISH. Mainly in lower school but G.C.E. work also available.

Apply by letter (two referees) to Headmaster, Chatham Technical High School for Boys, Holcombe, Maidstone Road, Chatham, Kent, ME4 6JB. (Phone: Medway 13604).

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
Dolfor Road, Newtown
(Telephone [illegible])

Required for January 1, 1976.

ASSISTANT MASTER or MISTRESS to teach HISTORY largely in the junior forms. There will be some examination work with C.S.E. forms for a suitable candidate. (Scale 1). Reference: [illegible]

Application forms obtainable from the Headmaster (stamped addressed envelope), to whom completed forms should be returned by September 19, 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

STAFFORDSHIRE
EDUCATION COMMITTEE
RIVERWAY GIRLS' SECONDARY SCHOOL
Riverway, Stafford
(Roll 850)

Required for January, 1976, a TEACHER of HISTORY and RELIGIOUS EDUCATION / ENGLISH. Scale 1.

From September, 1976, this school will accept a comprehensive intake at 11 plus and thereafter there will be a phased reorganisation whereby Riverway becomes co-educational C.E. (C) middle school for pupils aged nine to 13.

Application forms obtainable from and returnable to the Head Teacher (stamped addressed envelope).

Humanities

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
TENTERDEN HOMEWOOD SCHOOL
(Boys and Girls)
(Roll 930)

MASTER or MISTRESS, HEAD of DEPARTMENT Scale 4.

Applications to Headmaster at the school.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL
(Mixed Comprehensive 11 to 16)
Number on roll 700
HEAD OF HUMANITIES
Required for January, 1976 at this new Comprehensive School to be opened in January, 1976.

Application forms and further details from Area Education Officer, [illegible] Ferrybridge Road, Castleford.

Scale 1 Posts

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
NORTHAMPTON SCHOOL FOR BOYS
Billing Road, Northampton

Required as soon as possible TEACHER of ENGLISH and HISTORY, mainly in the third and fourth years but with the possibility of some "O" level work, and General English in the Sixth Form.

Apply by letter (no forms) as soon as possible to the Headmaster with curriculum vitae giving evidence of qualifications, experience and interests. Copies of testimonials and names and addresses of referees would be helpful.

Mathematics

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
Parkside Campus, Houghton Regis, Dunstable, LU5 5PY
Telephone [illegible]
Headmaster: Mr. S. Robinson, M.A.
(Opened 1973)

Required for January, 1976 HEAD of MATHEMATICS (Scale 4). Applicants must have the qualifications, experience and understanding to provide for all pupils as part of the full curriculum for main school and Sixth forms. Co-educational.

Mathematics suite in buildings purpose designed for 1,500 pupils 13 to 18. Provision for 200 Sixth Form. Courses start 1976.

The Authority has a scheme for teachers moving into the county to assist with removal expenses.

Initial applications by letter as soon as possible giving curriculum vitae and naming referees to the Headmaster. Further details available.

COVENTRY (City of)
TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL
(1,310 on roll)
Beautifully situated on edge of green belt.
Required January, 1976.
HEAD of MATHEMATICS, new Scale 4

Syllabus based on M.M.E.
Further particulars available from school. Apply by letter giving full details (age, qualifications, experience and names and addresses of two educational referees) to the Headmistress at the School, Nutbrook Avenue, Coventry CV4 9PW.
Closing date 10 days after appearance of advertisement.

DERBYSHIRE
EDUCATION COMMITTEE
HOMELANDS SCHOOL
Village Street, Derby, DE3 8DF
Headmistress: Miss M. Johnson, B.Sc.

Applications are invited for the post of HEAD of the MATHEMATICS DEPARTMENT at this co-educational comprehensive school (1,500 pupils) for January, 1976.

Salary Scale 4.

Letters of application, including the names of two referees, to the Headmistress from whom further details can be obtained.

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY.
- Generous relocation expenses in approved cases.
- Some District Councils may be able to provide housing accommodation for teachers.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

ADDLESTONE, ST. PAUL'S COUNTY SECONDARY (Mixed 886)
MATHEMATICS. Master/Mistress to join a strong team. Scale [illegible] Interest in SMP an advantage. Telephone: Weybridge 47046

BYFLEET, FULLBROOK COUNTY SECONDARY (Mixed 717)
HEAD OF ENGLISH DEPARTMENT. Graduate Master/Mistress required in September or January. Scale 4. The post will entail responsibility for the teaching of ENGLISH in a school which is increasing in size to Mixed 1,400 including a Sixth Form of 200 following an amalgamation with a nearby school in September, 1976. To facilitate the union of the English Departments of the two schools the successful candidate will be asked to teach in both schools next year. Telephone: Byfleet 43401.

BYFLEET, SHEERWATER COUNTY SECONDARY (Mixed 890)
METALWORK with some TECHNICAL DRAWING. Master. Scale 2. Telephone: Byfleet 49696

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY (Mixed 1,464)
METALWORK/WOODWORK. Master. Possibly Scale post available for suitable applicant. Telephone: Camberley 64048.

CHERTSEY, SALESIAN SCHOOL (Mixed 853)
Second Master/Mistress required in January, 1976. The successful applicant, who will be Director of Studies will be largely responsible for the academic side of the school and for curriculum development. He or she should be able to help with the construction of the timetable. Applicants should have proven administrative ability and experience of modern curriculum development. Telephone: Chertsey 64521

CHERTSEY, THE MEADS COUNTY SECONDARY (Mixed 522)
CHEMISTRY and GENERAL SCIENCE. Experienced Master/Mistress required for Scale 2 post. First appointment would be considered. Telephone: Chertsey 64072

SUNBURY, CARDINAL GODFREY R.C. SECONDARY BOYS (238)
MATHEMATICS. Master/Mistress required in January, 1976, as Head of Department. Scale 3. Experience in teaching to O Level essential.
Telephone: Sunbury 86947.

SUNBURY, ST. TERESA'S R.C. SECONDARY GIRLS (565)
MUSIC. Master/Mistress to teach throughout the school. Scale [illegible] for suitable applicant. Candidates should be in sympathy with the Christian tradition of the School. Telephone: Sunbury [illegible]

SIXTH FORM COLLEGE

SUNBURY COLLEGE
ENGLISH. Master/Mistress as Head of Department. Scale 4.
DESIGN AND TECHNOLOGY. Master/Mistress required for 'O' Level, 'A' Level and CSE.
TECHNICAL STUDIES. Preferably with experience of work in several different materials. Two well equipped workshops and a drawing office. Scale 2 or 3 according to experience. Telephone: Sunbury 82044

SCALE 1 POSTS

COMPREHENSIVE

BYFLEET, SHEERWATER COUNTY SECONDARY (Mixed 890)
GENERAL SCIENCE with PHYSICS. Master/Mistress. Telephone: Byfleet 49696

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY (Mixed 1,464)
FRENCH with/without GERMAN. Master/Mistress. Telephone: Camberley 64048

CAMBERLEY, TOMLINSCOTE COUNTY SECONDARY (Mixed 985)
CRAFT. Master. Interest in all aspects of Craft including Wood, Metal, Plastics and Graphic Communication. Good workshop facilities. Telephone: Camberley 28766

CHERTSEY, SALESIAN SCHOOL (Mixed 853)
METALCRAFT AND TECHNICAL DRAWING. Master/Mistress. Telephone: Chertsey 64521.

HERSHAM, RYDENS COUNTY SECONDARY
BOYS' PHYSICAL EDUCATION/GAMES. Master. First Appointment welcome. Telephone: Walton on Thames 24793

SUNBURY, KENYNGTON MANOR COUNTY SECONDARY (Mixed 800)
Master/Mistress required for basic technical subjects with an ability and interest in MOTOR MECHANICS. Telephone: Sunbury 83410

WEYBRIDGE, HEATHSIDE COUNTY SECONDARY (Mixed 567)
MATHEMATICS. Master/Mistress. Telephone: Weybridge 46162

WOKING, HORSELL COUNTY SECONDARY (Mixed 893)
MUSIC. Master/Mistress to teach to 'O' level throughout the school, with an interest in the Band and Choir. Probationer considered. Telephone: Woking 70447.

BILATERAL

MERSTHAM, ALBURY MANOR COUNTY SECONDARY
PHYSICS/MATHEMATICS. Master/Mistress. Telephone: Merstham 4201.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ.

SECONDARY
Mathematics
continued

SHROPSHIRE
EDUCATION COMMITTEE
[illegible]
Required for January, 1976, [illegible] C.S.E. [illegible] STUDIES.
[illegible]

TAMESIDE
(Metropolitan Borough)
HATTERSLEY COMPREHENSIVE SCHOOL
[illegible] Road, Hattersley, Hyde
Telephone, 061-368 5152

HEAD OF MATHEMATICS DEPARTMENT—Scale 5
Required as soon as possible. Experience in teaching Modern and Traditional Mathematics is desirable, and the ability to teach Computer Studies would be an advantage.

The department is well staffed and courses leading to C.S.E. Mode 3 in Special Mathematics, Mathematics and Computer Studies, G.C.E. "O" level and G.C.E. "A" level are well established.

This is an S.P.A. school (Allowance £201 per annum). 100 per cent mortgage is available to all teachers (£10,000 maximum).

Candidates for this post should apply immediately to the Headmaster stating qualifications and experience, and giving the names and addresses and telephone numbers of two referees.

Previous applicants for this post will be considered. Ref. [illegible]

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL (Mixed Comprehensive, 11 to 16, Number on roll 700)
HEAD OF MATHEMATICS
Required for January, 1976, at this new Comprehensive School to be opened in January, 1976.
Application forms and further details from Area Education Officer, 57 Ferrybridge Road, Castleford.

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
[illegible] HIGH SCHOOL (MIXED)
[illegible], SW19 [illegible]
Headmaster: Mr. B. Moore, B.A.
(Age range 13 to 18 years)
ASSISTANT MASTER required from January, 1976, in this mixed Comprehensive School for pupils aged 13 to 18 years to act as Second in the MATHEMATICS Department. The subject is taught to C.S.E., "O" and "A" level. An interest in the [illegible] as part of weekly [illegible] would be an advantage. Vacancy due to promotion. [illegible] Scale 3 available for suitable candidates.
London Allowance £351. Mortgage facilities, legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster to whom they should be returned by 19th September, 1975.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CORBY LODGE PARK COMPREHENSIVE SCHOOL
Shetland Way, Corby, Northants
ASSISTANT TEACHER is required in January, 1976, to join a close-knit team teaching Mathematics to "O" level and C.S.E. Classes are set in all year groups. Sixth form work commences September, 1976. Applicants should be prepared to further develop a Mode 3 course and will have opportunities to help organise a Mode 3 Computer course. Scale 2 post if suitably qualified and experienced.
Rented housing is ready available.
Teachers interested are invited to make a preliminary visit after receiving details from the Headmaster.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
[illegible] COMPREHENSIVE SCHOOL
[illegible] Road, Sutton-in-Ashfield
(Tel. [illegible])
Headmaster: [illegible], M.A.
(Roll 1,520 mixed)
MATHEMATICS (Scale 3). Experienced TEACHER as Second in the Department. The successful candidate will be expected to teach S.M.P. Mathematics throughout the school up to and including Advanced level. An opportunity could be made for an interested applicant to participate in the teaching of Computer Studies.
Application (no forms) to the Headmaster, with names of two referees, as soon as possible.

WEST SUSSEX
COUNTY COUNCIL
SACKVILLE SCHOOL
Lewes Road, East Grinstead
TEACHER of MATHEMATICS required in this nine form entry 11 to 18 mixed comprehensive school in well equipped modern buildings.
Removal and resettlement expenses in approved cases.
Particulars and application forms from the Head Teacher on receipt of stamped addressed envelope.

WILTSHIRE
ST. JOHN'S SCHOOL,
Marlborough
(Mixed Comprehensive 11-18)
Required for January or earlier if possible MASTER/MISTRESS to teach MATHEMATICS throughout the school to C.S.E., "O" and "A" levels. Scale 2 post available for suitably qualified and experienced candidate.
Apply by letter to the Headmaster at the school, [illegible] Building, Orchard Road, giving names of two referees.

Scale 1 Posts

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S SCHOOL FOR GIRLS
Queen's Road, Wisbech, Cambs. PE13 2PA
(Roll 597)
Required for January, 1976, or as soon as possible—
MATHEMATICS TEACHER—Scale 1
If desired there is an opportunity for teaching to "O" and C.S.E. level. It is hoped to appoint an energetic teacher prepared to develop high standards and enthusiasm with the pupils.
There is a possibility of assistance being given with housing.
For further details telephone Wisbech [illegible].
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees to the Headmistress, Miss L. M. Weller, at the above address not later than 19th September, 1975.

DEVON
PENLEE SECONDARY SCHOOL
Penlee Road, Stoke, Plymouth
(670 boys and girls on roll, 11 to 16)
Required for a temporary (may become permanent) one term teaching appointment to begin September 2, 1975, or as soon after as possible, to teach junior MATHEMATICS with some junior ENGLISH. Scale 1 post.
Please apply by letter, stating qualifications and any teaching experience to the Headmaster at the above school.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ST. ANGELA'S CATHOLIC SCHOOL FOR GIRLS
Oakthorpe Road, Palmers Green, N13 5TA
Required for September, 1975:
Well qualified TEACHER for MATHEMATICS with some Science, preferably Chemistry. SMP and Traditional Mathematics Courses to C.S.E., "O" and "A" level.
Scale 2 post available for suitable qualified and experienced candidate, but first appointment considered.
This new purpose-built school, upper tier comprehensive, was opened in September, 1974. Group 11, 650 on roll.
Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary house accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms obtainable from the Headmistress, to whom they should be returned as soon as possible.

HAMPSHIRE
[illegible] AREA
[illegible] EVEREST SCHOOL
Popley Way, Basingstoke
(11-16 Comprehensive Mixed, 1,176 on roll)
Headmaster, Mr. R. Illey
Required for September, 1975, MASTER or MISTRESS to teach MATHEMATICS.
This purpose-built school is housed in modern buildings on the northern outskirts of Basingstoke.
Applications are invited from new or experienced teachers.
Apply by letter to the Headmaster at the school giving curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ALLEYNE'S SCHOOL
High Street, Stevenage
(Group 10)
TEACHER of MATHEMATICS (Scale 1) required November 1975, or as soon as possible thereafter. To work to C.S.E., "O", "A" and "S" levels.
Accommodation may be available within school site. Removal expenses may be paid.
Write to the Headmaster, naming two referees. Further details on request.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
HOMEWOOD SCHOOL,
Tenterden
(Roll 920 boys and girls)
Two MASTERS or MISTRESSES. Newly qualified teachers considered. Post above Scale 1 available for applicant willing to accept additional general responsibilities.
Applications to Headmaster at the school.

SHEPWAY DIVISION
PENT VALLEY School,
Surrenden Road, Folkestone, Kent
For January 1976 or September 1975, if available, a TEACHER of MATHEMATICS (Scale 1).
This is a five-form entry school, following an S.M.P. course through to C.S.E. and G.C.E. "O" levels. The candidate would join an enthusiastic team of Mathematics teachers and have the use of a well-equipped Mathematics Laboratory.
Applications should be made to the Headmaster.

KINGSTON-upon-Thames
(Royal Borough of)
RIVERMEAD BOYS' SCHOOL
Richmond Road, Kingston-upon-Thames KT2 5PN
(800 boys)
MASTER/MISTRESS required as soon as possible to teach MATHEMATICS in very active department. Opportunities for wide range of interests.
London allowance £267
Assistance may be provided with removal expenses.
Application forms obtainable from the Headmaster at the school, to be returned as soon as possible. (Tel.: 01-546 [illegible])

MERTON
(London Borough of)
EDUCATION COMMITTEE
POLLARDS HILL MIXED HIGH SCHOOL
Wide Way, Mitcham, CR4 1BP
Headmaster: Mr. G. D. N. Giles, M.A.
ASSISTANT TEACHER for MATHEMATICS required January, 1976, or possibly earlier, in this Comprehensive High School for pupils aged 13-18 years.
London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster to whom they should be returned by 19th September, 1975.

MERTON
(London Borough of)
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL FOR BOYS
[illegible]
Headmaster: [illegible], M.A.
Required [illegible] 1976, an ASSISTANT TEACHER for MATHEMATICS for this [illegible] age range boys' comprehensive high school with full ability range [illegible] to "A" and "O" levels and C.S.E. A knowledge of S.M.P. is desirable.
London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster to whom they should be returned by 19th September, 1975.

MERTON
(London Borough of)
EDUCATION COMMITTEE
WILLOWS HIGH SCHOOL FOR GIRLS
Central Road, Morden, Surrey
Headmistress: Miss W. H. Elkin, B.Sc.
Required January 1976 in this Girls' Comprehensive High School (ages 13-18 years) a TEACHER for MATHEMATICS. Modern Mathematics is taught throughout the school.
London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmistress to whom they should be returned by 19th September, 1975.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
WESTON FAVELL UPPER SCHOOL,
Booth Lane South, Northampton
Applications are invited for the post of ASSISTANT TEACHER of MATHEMATICS at this coeducational comprehensive Upper School for 1,080 pupils in the age range 13-18. The Mathematics courses are based on S.M.P. The department occupies an attractive suite of rooms with a Mathematics Laboratory. The successful applicant will be expected to teach throughout the age and ability range and this could include work at "A" level. The appointment is at Scale 1 and the successful applicant will take up duties in September, 1975, if possible.
Assistance may be given with removal expenses.
Apply at once by letter containing curriculum vitae and name of one referee to the Headmaster.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.
Required for September, 1975—
LEYTON GIRLS' SENIOR HIGH SCHOOL.
Colworth Road, London E11 1JD
Headmistress, Miss P. M. Smith, B.A.
A TEACHER of MATHEMATICS is required for this well established department in a pleasantly situated Girls' Senior High Comprehensive School (14-19 years). C.S.E. and "O" and "A" level courses in operation.
Application forms obtainable from the Chief Education Officer, Municipal Offices, High Road, Leyton E10 5QJ.

WEST SUSSEX
COUNTY COUNCIL
SACKVILLE SCHOOL,
Lewes Road, East Grinstead
TEACHER of MATHEMATICS required in this nine form entry 11-18 mixed comprehensive school in well equipped modern buildings.
Removal and resettlement expenses in approved cases.
Particulars and application forms from the Head Teacher on receipt of stamped addressed envelope.

Modern Languages

Heads of Department

DORSET
ASHLEY CROSS SECONDARY GIRLS' SCHOOL,
Commercial Road, Parkstone, Poole
(No. on Roll: 480, 12-16 years)
Required January, 1976: HEAD of DEPARTMENT of FRENCH—Scale 2. Courses established leading to G.C.E. and C.S.E.
Assistance with removal and legal expenses.
Application forms from Headmistress on receipt of stamped addressed envelope.

HAMPSHIRE
[illegible]
[illegible] SCHOOL
[illegible]
HEAD of [illegible], Scale 4
Well [illegible] department [illegible] French [illegible] Spanish [illegible] year [illegible] C.S.E. [illegible] "A".
Please apply [illegible] giving curriculum vitae and the names and addresses of two educational referees. Further details [illegible] Head. Assistance [illegible] expenses [illegible].

LIVERPOOL
ST. FRANCIS XAVIER'S COLLEGE
Beaconsfield Road, Liverpool L25 [illegible]
R.C. Direct Grant
(620 boys)
Required for January 1976, HEAD of MODERN LANGUAGES: FRENCH and SPANISH, Scale 4 (male).
Apply to the Headmaster with the names of two referees.
Closing date September 2[illegible], 1975.
Telephone, 051-[illegible].

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE COMPREHENSIVE SCHOOL (1,500)
Market Drayton, Salop
Required January, 1976. [illegible] "A" level FRENCH, GERMAN and SPANISH. Language Laboratory. French exchange.
Further details from Head (stamped addressed envelope).

WEST SUSSEX
COUNTY COUNCIL
SACKVILLE SCHOOL,
Lewes Road, East Grinstead
MASTER or MISTRESS required for January as HEAD of Department. This is a nine form entry 11-18 mixed comprehensive school with 1,460 on roll in well equipped modern buildings.
The post will provide opportunities to contribute towards the further development of the school.
Removal and resettlement expenses in approved cases.
Particulars and application forms from the Head Teacher on receipt of stamped addressed envelope.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM—ST. JOHN FISHER R.C. SECONDARY SCHOOL,
Ordnance Street
(Roll: 810 Mixed)
TEACHER for FRENCH required for September. Scale 2 post available for suitably qualified candidate prepared to accept C.S.E. and G.C.E. "O" level. Sixth Form work could be offered. Post could be tailored to suit a first appointment teacher.
This is an expanding school scheduled to become an Upper School in the Medway re-organisation. It occupies modern buildings in a very central position.
Generous grants for removal, lodging and disturbance expenses.
Applications to the Headmaster—two referees.

WEST SUSSEX
HIGH SCHOOL, [illegible]
Worthing Road, Horsham, Sussex RH12 1BR
Required January 1976 TEACHER for FRENCH throughout the school, preferably to "A" level.
The school will begin a transition to an 11 to 18 coeducational comprehensive school in September 1976, with a first intake of 11 year old boys and girls of all abilities, but "A" level courses will continue until 1979. Scale 2 post available for suitably qualified and experienced candidate.
Further details and application form from Headmistress on receipt of stamped addressed envelope.

Scale 1 Posts

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
BEACONSFIELD HIGH SCHOOL,
Wattleton Road, Beaconsfield HP9 1RR
Head: Miss E. A. Taylor, B.A.
(Number on roll 623 girls)
Required 1st November preferably, or 1st January, 1976, a GRADUATE TEACHER of GERMAN to Advanced level and FRENCH to Ordinary level. This Scale 1 post would be suitable for a newly qualified or an experienced teacher. London area fringe allowance of £141 per annum in addition to Burnham salary. Removal expenses up to £150 payable in approved cases.
Apply by letter to the Headmistress, giving full particulars of degree, training and experience, the names and addresses of two academic referees and two testimonials.

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL
(Boys, [illegible] in Sixth Form) invites applicants wishing to teach FRENCH preferably with some GERMAN.
Appointment to this late vacancy could be temporary or permanent and will provide an excellent opportunity for candidates with or without previous experience.
Apply immediately to Headmaster, The Grammar School, Watford [illegible] (Watford [illegible]) giving full details of qualifications and interests, together with the names of two referees.

LONDON, S.W.15
PUTNEY HIGH SCHOOL,
G.P.D.S.T.
35 Putney Hill, SW15 6BH
Wanted January or immediately GRADUATE to teach FRENCH and GERMAN throughout the school to university entrance standard.
Please apply by letter, giving names of referees and enclosing testimonials to the Headmistress.

MANCHESTER
[illegible] PARK COUNTY SECONDARY SCHOOL
Egerton Street, Denton M34 3PB
(1,250 boys and girls)
Master or Mistress—Scale 1
Required to join the Foreign Language Department and share the teaching of FRENCH to "O" level and C.S.E. Ability to teach a second language and/or an interest in European Studies would be valuable as the school is likely to become a comprehensive in September, 1976. The department will shortly be housed in two attractive and well-equipped language areas with audio active and presentation room, recording studio and resources area.
Application forms and further details from the Headmaster, but applicants are urged to telephone the school immediately—061-336 2039/1630. Ref. TE 1217/623.

NORTH YORKSHIRE
(County of)
NORTON SCHOOL
(750 Mixed)
Required as soon as possible A TEACHER for FRENCH, Scale 1 Post, to C.S.E. and "O" level, and to assist with ENGLISH in junior classes. Audio-visual methods are used and there is an established link with lycée in Northern France, and a study camp in Normandy. Norton School is an expanding comprehensive school for 11 to 16-year-old pupils serving an attractive rural area.
Application forms and further particulars from the Headmaster, Norton School, Langton Road, Norton, Malton, North Yorkshire.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL
(Coeducational, 1,500 pupils, Sixth Form 180)
Required for September, 1975—TEACHER of MODERN LANGUAGES (predominantly German, with subsidiary French), in a large department offering a growing range of courses. Post could be combined with another Arts subject or as a full-time language post. A temporary post for Autumn term only would be considered.
Applications, with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster, Richmond School, Darlington Road, Richmond, North Yorkshire.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
NORTH CHADDERTON SCHOOL,
Chadderton Hall Road, Chadderton, Oldham
Required for September, 1975, at this 11 to 18 mixed comprehensive school. Scale 1 TEACHER of FRENCH (part-time appointment considered).
Examination work is taken at all levels and could be available for suitable candidate. For male applicants, assistance with boys' games would be an advantage.
Application forms from Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, returnable to him as soon as possible.

READING
THE ABBEY SCHOOL
(Direct Grant)
Required in January, 1976—A MISTRESS to share the teaching of FRENCH throughout the school to university entrance standard. The school has a Language Teaching Area including a 24-booth Language Laboratory and Recording Studio.
Applications should be sent immediately to the Headmistress.

SHROPSHIRE
EDUCATION COMMITTEE
PRIORY BOYS' GRAMMAR SCHOOL.
Shrewsbury SY1 1RX
Required immediately FRENCH TEACHER (Scale 1), temporary or permanent. "A" level work available for suitably qualified applicant.
Apply direct to Headmaster at School.

STAFFORDSHIRE CENTRAL AREA

Required for January, 1976, unless otherwise stated.

Heads of Department

ST. JOHN'S C.E. (C) MIDDLE SCHOOL, HOBNOCK ROAD, ESSINGTON
HEAD OF ENGLISH Scale 3 required.

Scale 2 Posts and Above

KING EDWARD VI SCHOOL, STAFFORD. Roll: 600 Boys (150 in VI Form)
Required for September, a Master to teach SCIENCE. Examination work is available.
An above-scale post is available for a suitably experienced and qualified candidate, but applications are welcome from new entrants.

ST. JOHN'S C.E. (C) MIDDLE SCHOOL, HOBNOCK ROAD, ESSINGTON
Re-advertisement
Teacher of ENVIRONMENTAL STUDIES—Scale 2 required.

CHESLYN HAY MIDDLE SCHOOL, SAREDON ROAD, CHESLYN HAY, WALSALL, WS6 7JQ
Roll: 323
The following vacancies are required in this new purpose-built Middle School (9-13 years): (1) Subject Adviser for ART/CRAFT. (2) Subject Adviser for HOME ECONOMICS. Scale 2 posts are available for suitably qualified and experienced candidates.

STAFFORD GIRLS' HIGH SCHOOL, WEST WAY, NEWPORT ROAD, STAFFORD, ST17 9YJ
Roll: 573
Graduate teacher of ENGLISH required to share the work throughout the school up to University entrance standard. A Scale 2 post is available for a suitably qualified and experienced candidate.

Scale 1 Posts

WOLGARSTON COMPREHENSIVE SCHOOL, PENKRIDGE, STAFFORD
Roll: 1,403
Required for the 1st November, 1975, or as soon as possible thereafter, Assistant Teacher of ENGLISH, Scale 1, at the school's 1st Year Annexe at Brewood. The post will be of interest to both primary and secondary teachers, including new entrants to the profession who wish to find opportunities in a developing situation where Brewood is due to become a 9-13 Middle School in September, 1977.

Unless otherwise stated, applications by form obtainable from and returnable to the Head of the school. Assistance towards removal expenses in approved cases. Canvassing will disqualify.

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
Required for January, 1976:—
Farringdon School (Group 11)
Allendale Road, Sunderland SR3 3EL

HEAD
of Modern Languages Department (Scale 4)

Experienced and well-qualified teacher required to take charge of and develop the Modern Languages Department of this expanding 11-16 Comprehensive School. Principal languages are French and German, to be taken to C.S.E. and "O" level.

Application forms, obtainable from the Headteacher on receipt of stamped addressed foolscap envelope, should be returned to him by 19th September, 1975.

Removal expenses and temporary lodging allowance may be granted in the case of appointee from outside the Borough.

Town Hall and Civic Centre,
Sunderland SR2 7DN.

L. A. BLOOM,
Chief Executive.

SECONDARY
Modern Languages
continued

TAMESIDE
(Metropolitan Borough)
LEIGH STREET COUNTY SECONDARY SCHOOL.
Leigh Street, Hyde SK14 2RP
ASSISTANT TEACHER—FRENCH
Scale 1
Opportunity to initiate and develop a Language Department in a girls' school which will be comprehensive in September, 1976. State if able to offer another language and or another subject.
Application forms available from the Headmistress. Closing date 26th September. Ref. TE.1530 TES.

Music

Heads of Department

HARINGEY
(Borough)
TOTTENHAM SCHOOL,
Selby Road, N17 8JN
01-808 4580
Mixed Comprehensive School of 1,100 catering for the age range 11 to 18.
Required for January, 1976:—
MASTER or MISTRESS to be HEAD of the MUSIC DEPARTMENT, Scale 4 or 5. London Allowance £351, Social Priority Allowance £201 or £276.
There are good facilities including an organ, every encouragement and support will be given to the person appointed to make Music an important and flourishing part of the school's activities.
Interested candidates are invited to contact the school to discuss the post.
Application forms are available from the Headmaster, to whom they should be returned by 23rd September.
Removal expenses—100 per cent allowed.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

LEICESTERSHIRE
COMPREHENSIVE SCHOOLS
In the Leicestershire Plan for the organization of secondary education
High 11-14
CASTLE ROCK HIGH SCHOOL
Warren Hills Road, Coalville
(Roll: 640)
HEAD of MUSIC. Scale 2. For January, 1976 or earlier. Established orchestra with good tradition.
Apply (no forms) with full particulars, and names and addresses of two referees to the Head from whom further details can be obtained.

NORTH YORKSHIRE
(County of)
RIPON GRAMMAR SCHOOL
Clotherholme Road, Ripon, HG4 2DG
(Co-educational—630 pupils)
Required for January, 1976: HEAD of MUSIC (Scale 3). The subject will continue to be taught to "O" and "A" level and applications are invited from graduate musicians who are also talented performers.
There is a very fine school orchestra and every encouragement is given to children to develop their musical talents. The assembly hall has a partially constructed three-manual pipe organ.
The school has two boarding houses and residence in either house would be a possibility. Free board and residence is available in term time in return for supervisory duties.
Letters of application direct to the Headmaster from whom further details are available on request.

STAFFORDSHIRE
EDUCATION COMMITTEE
NORTON CANES COMPREHENSIVE SCHOOL.
Burntwood Road, Norton Canes near Cannock
(Roll 514)
Applications are invited from qualified TEACHERS for the post of HEAD of the MUSIC DEPARTMENT—Scale 2/3 according to experience. It is hoped to appoint a person of experience to take charge of this subject and develop and encourage a wide variety of musical activities based on sound classroom teaching.
Further details available from the Headmaster on request.

Other Posts on Scale 2 and above

DEVON
DEVONPORT SECONDARY SCHOOL,
Park Avenue, Devonport, Plymouth
(Mixed, 480 on roll)
Required for January, 1976, an ASSISTANT TEACHER to be responsible for teaching MUSIC throughout the school. Ability to offer some assistance with General Subjects an advantage. Scale 2 post available for suitably qualified and experienced applicant.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

DEVON
CULLOMPTON SCHOOL
(Roll 450)
Applications are invited from suitably qualified persons for the post of ASSISTANT MASTER/MISTRESS to be in charge of Music throughout the school which is in its second year of reorganization as an 11 to 16 Comprehensive School. There has been considerable choral and instrumental development including York Music Project.
Scale II post for experienced candidate.
The successful applicant will be expected to take up the appointment in January, 1976.
Application forms (stamped addressed envelope, please) from Headmaster, Cullompton School, Exeter Road, Cullompton, Devon, returnable by 22nd September, 1975.

NORTH YORKSHIRE
(County of)
COUNTY MUSIC STAFF
Required for January, 1976, or earlier if possible.
Vacancies exist for teachers of the following:
(1) A CELLO TEACHER for HARROGATE AREA.
(2) TEACHER of UPPER STRINGS for HARROGATE AREA.
(3) TEACHER of UPPER STRINGS for RIPON AREA.
The work consists of teaching small groups of children in the authority's schools and in Music Centres. In addition there is an opportunity for performing in concerts in schools.
Salary will be on Scale 2 or the appropriate Instructors Scale.
Application forms and further particulars available from the County Education Officer, County Hall, Northallerton, returnable within 10 days of the appearance of this advertisement.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton
Required September, 1975/January, 1976.
A TEACHER offering Music and a second subject. An ability to assist in orchestral or choral essential. The Music Department links closely with the Department of English and Drama. A Scale 2 post may be available to a suitably qualified candidate.
Applications to Headmaster in first instance.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL.
FEATHERSTONE HIGH SCHOOL,
(Mixed Comprehensive 11 to 16; number on roll 700)
Required for January, 1976, at this new Comprehensive School to be opened in January, 1976.
Application form and further details from Area Education Officer, 57 Ferrybridge Road, Castleford.

Scale 1 Posts

DEVON
CROWNHILL SECONDARY SCHOOL
Crownhill Road, Crownhill, Plymouth
A full-time TEACHER of MUSIC and DRAMA with some English is required for the period 17.11.75 to 20.2.76 during the absence of a permanent member of staff.
Please contact the Headmaster, Mr. C. St. J. Murphy, Plymouth 705023 for details and application forms.

PENLEE SECONDARY SCHOOL,
Penlee Road, Stoke, Plymouth
(670 boys and girls on roll, 11 to 16)
Required for a temporary (may become permanent) one-term teaching appointment, to begin 2 September, 1975, or as soon after as possible, to teach MUSIC, Scale 1 post. Please apply by letter, stating qualifications and any teaching experience, to the Headmaster at the above school.

BISHOP VAUGHAN CATHOLIC SECONDARY SCHOOL,
Tavistock Road, Crownhill, Plymouth
Required for September, ASSISTANT TEACHER to teach MUSIC. Please state subsidiary subjects. Applications on forms obtainable from the Headmaster, to whom they should be returned as quickly as possible.

LAIRA GREEN SECONDARY SCHOOL
Bramley Road, Laira, Plymouth
Required for September, a teacher for MUSIC and if possible ENGLISH and Junior Mathematics. Scale 1 post.
Application forms (stamped addressed envelope) from Area Education Officer, Civic Centre, Plymouth, to whom completed applications should be returned as quickly as possible.

DEVON
LAIRA GREEN SECONDARY SCHOOL.
Bramley Road, Laira, Plymouth
Required for September, a TEACHER for MUSIC and if possible ENGLISH and Junior MATHEMATICS. Scale 1 post.
Application forms (stamped addressed envelope) from Area Education Officer, Civic Centre, Plymouth, to whom completed applications should be returned as quickly as possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
ASHFORD NORTH SCHOOL FOR BOYS
(Roll: 803)
MASTER—MUSIC and GENERAL SUBJECTS in Upper School. Scale 2 post for suitable applicant.
Applications to Headmaster at the school, [illegible] Road, Ashford.

TAMESIDE
(Metropolitan Borough)
LEIGH STREET COUNTY SECONDARY SCHOOL.
Leigh Street, Hyde SK14 2RP
MUSIC TEACHER
Scale 2 post available to experienced TEACHER willing to develop the Department and enlarge the musical curriculum in the school which is scheduled to become Comprehensive in September, 1976. State any special areas of interest.
Application forms available from the Headmistress. Closing date 26th September. Ref. TE.1529 TES.

WARWICKSHIRE
EDUCATION DEPARTMENT
HENLEY-IN-ARDEN HIGH SCHOOL
Stratford Road, Henley-in-Arden, Solihull
(Non-Selective Mixed—[illegible] on roll)
TEACHER for MUSIC. Applications from College Leavers welcomed.
Application forms and further particulars from the Head, to whom completed forms should be returned.

Pastoral

Heads of Department

WARWICKSHIRE
EDUCATION DEPARTMENT
CAMPION HIGH SCHOOL,
Sydenham Drive, Sydenham Estate, Leamington Spa CV31 1QH
(Non-Selective Mixed—Headmistress—1,040 on roll—due to become an eight-form entry 12-18 comprehensive in 1976)
HEAD OF LOWER SCHOOL. Required for 1st January, 1976, Head of Lower School, Scale 4. Well qualified and experienced TEACHERS are invited to apply for this senior post in an attractive new school. Main responsibilities pastoral care but administrative skill also desirable, as well as ability to extend curriculum for 12-14-year-olds and to monitor extra curricular activities.
Further details from the Head.

Other Posts on Scale 2 and above

COVENTRY (City of)
BINLEY PARK MIXED COMPREHENSIVE SCHOOL
(1,670 on roll)
Headmaster, H. D. Harris, M.A.
Well established, purpose built school on Eastern outskirts of city, in semi rural surroundings. Built and organized on vertical House principle.
Required Spring or Summer Term 1976—
HOUSEMASTER/MISTRESS in charge of 170 pupils. Applicants should state teaching subject(s). Scale 4
Apply by letter, giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Brandon Road, Coventry CV3 2AT.
Closing date 10 days after appearance of advertisement.

Physical Education

Heads of Department

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
(Tel. 26303)
Dolfor Road, Newtown
Required for 1st January, 1976.
Ref.: 178 N.A. Suitably qualified and experienced HEAD of BOYS P.E. DEPT. (Scale 2). An interest in Rugby and Soccer essential.
Application forms obtainable from the Headmaster (stamped addressed envelope) to whom completed forms should be returned by 19th September, 1975.
Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

WARWICKSHIRE
EDUCATION DEPARTMENT
SHIPSTON-ON-STOUR HIGH SCHOOL,
Darlingscote Road, Shipston-on-Stour
(Non-Selective Mixed—650 on roll)
HEAD of BOYS' PHYSICAL EDUCATION—MASTER to be responsible for Boys Physical Education throughout this well-equipped school. Scale 3.
Application forms and further particulars may be obtained from the Head at the School. Closing date 22nd September, 1975.

Other Posts on Scale 2 and above

WEST SUSSEX
COUNTY COUNCIL
HAZELWICK SCHOOL
Crawley, Sussex RH10 1SX
MISTRESS for GIRLS' PHYSICAL EDUCATION required for January to be responsible throughout the school. There are excellent facilities and the person appointed will lead a team of two others in the further development of a flourishing department.
Removal and resettlement expenses in approved cases.
Particulars and application forms from the Head Teacher on receipt of stamped addressed envelope.
Favourable housing scheme for teachers employed in Crawley New Town, and London Fringe Allowance.

Scale 1 Posts

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ELDON SCHOOL,
Eldon Road, Edmonton, N9 8LG
(Roll 555 Mixed)
(A Lower School, 11-14 age group, within the two tier comprehensive system)
Required for September:
Full-time or part-time TEACHER for GIRLS' PHYSICAL EDUCATION.
Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

HARINGEY
(Borough of)
THE STATIONERS' COMPANY'S SCHOOL
Mayfield Road, Hornsey, London N.8
Voluntary Controlled Comprehensive School, 1,350 boys, 120 in sixth form
Headmaster, R. D. Baynes, M.A.
Required for September—
ASSISTANT MASTER to take GAMES and PHYSICAL EDUCATION throughout the school.
Allowances payable: London Allowance £351; Social Priority Allowance £201-£276; 100 per cent removal expenses. A limited number of nominations to a Housing Association are available to the Governors of the School. Applications, with brief statement of qualifications and experience, and the names of two referees, to the Headmaster.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
Appleby Drive, Harold Hill, Romford RM3 [illegible]
(Roll: 1,170 Co-Educational)
Tel.: Ingrebourne 71531
This is an 11-18 Comprehensive formed in September 1975, by the amalgamation of two existing post-war schools on adjacent sites. The school is pleasantly situated 18 miles from Central London overlooking the Green Belt. SPA allowance £201/£276.
Required immediately
TEACHER for GIRLS' PHYSICAL EDUCATION. Excellent facilities include 2 gymnasia and extensive playing fields on both sites.
Letters of application direct to Headmaster.

HILLINGDON
(London Borough of)
MELLOW LANE COMPREHENSIVE SCHOOL,
Hewens Road, Hayes UB4 8JP
(1,180 on roll—mixed—117 in Sixth Form)
Head Teacher: Mr. G. D. Walters, J.P., B.Sc.
Required for September, 1975, TEACHER for BOYS' PHYSICAL EDUCATION. The school has an extensive playing field and two gymnasiums.
Applications from newly qualified teachers will be welcome.
Application forms from and returnable to the Headmaster.
London Allowance payable.
Seventy-five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

Religious Education

Heads of Department

BERKSHIRE
EDUCATION COMMITTEE
WINDSOR, MAIDENHEAD DISTRICT
FURZE PLATT COMPREHENSIVE SCHOOL,
Furze Platt Road, Maidenhead
(1,600 Co-educational)
Required in January, HEAD of the RELIGIOUS EDUCATION DEPARTMENT (Scale 2 post).
For the remainder of the academic year 1975-76 it is hoped that the successful applicant will be able also to teach the Economics part of a Sixth Form LPA course and one course of Fourth Year Civics.
With on-site playing fields and some new buildings the school is developing into an eight-form entry 11-18 comprehensive school.
Application forms and further information may be obtained from the Headmaster (stamped addressed envelope) to whom completed application forms should be sent by 20th September, 1975.
There is a scheme for assistance with removal expenses in approved cases. London Weighting £141 per annum.

HEREFORD AND WORCESTER
COUNTY COUNCIL
PERSHORE HIGH SCHOOL,
Station Road, Pershore, Worcs. WR10 2BX
HEAD of RELIGIOUS EDUCATION, Scale 2, required for January, 1976. This is a comprehensive school of 1,100 boys and girls with a developing Sixth. The subject is taken to "A" level.
Further details and application forms may be obtained from the Headmaster, on receipt of a stamped addressed envelope (foolscap).

Bedfordshire

Bedfordshire Education Service

Appointment of Teacher

**Dell Farm Residential Centre,
Whipsnade**

Applications are invited from suitably qualified and experienced teachers for the post of Teacher at Dell Farm Residential Centre, Whipsnade, with effect from 1st January, 1976.

Dell Farm Residential Centre is situated in the Chilterns, close to Whipsnade Zoo, and provides courses in environmental studies with a rural emphasis, mainly for pupils in the 9-13 years age range.

Applicants should have experience in fieldwork and, preferably, have specialist qualifications in Geography and History.

The salary is Burnham Scale 2 plus extraneous duties allowance.

The closing date for the receipt of applications is 19th September, 1975.

Further details and application forms are obtainable from:
The Chief Education Officer,
Education Department,
County Hall,
Bedford.

Cyngor Sir Gorllewin Morgannwg / West Glamorgan County Council

EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the following vacancies in the Authority's Service:
All posts are Scale 1 unless otherwise stated. *Please quote post references on any correspondence.*

Unattached Teachers

Post Ref. OD/4.17.75

OUTDOOR EDUCATION TEACHER
(Non-Resident)
Qualified and experienced teacher to assist the teacher-in-charge with pupil and teacher courses at the Rhossili Outdoor Pursuits Centre. Scale 2 post.

Permanent Supply—Secondary

West Swansea and Gower District

Post Ref. 1S/5.17.75

Applications are invited from teachers who have successfully completed their probationary service for posts as Permanent Supply Teachers to offer between them a range of subjects in the District's Comprehensive Schools. Applicants should be able to drive and have the regular use of a car (3 posts).

Secondary Schools

**Cefn Hengoed Comprehensive (Mixed)
Swansea**

(Age Range 11-18)

Post Ref. 2S18/6.17.75

Qualified teacher to teach **WOODWORK** throughout the School required as soon as possible. (Re-advertisement.)
Post Ref. 2S18/7.17.75
Qualified teacher to teach **TECHNICAL DRAWING** required as soon as possible. (Re-Advertisement.)
(For both the above posts an interest in Building and/or Automobile Engineering would be an added advantage.)

**Penyrheol Comprehensive (Mixed)
Gorseinon**

(Age Range 11-18)

Post Ref. 3S17/8.17.75

Well qualified teacher for **NEEDLEWORK** and **ART**.

Post Ref. 3S17/9.17.75
Well qualified teacher to teach **GEOGRAPHY** throughout the school with a share of **C.S.E. GEOLOGY** and some **MATHEMATICS** in Year 1.

**Sandfields Comprehensive (Mixed)
Port Talbot**

(Age Range 11-18)

Post Ref. 6S6/14.17.75

Qualified teacher to assist in the teaching of children with Hearing difficulties. Qualifications in **ART** essential.
Post Ref. 6S6/15.17.75
Qualified teacher to assist with the teaching of **WELSH** up to C.S.E. level.

Primary Schools

DEPUTY HEADSHIP

Post Ref. 3P24/16.17.75

Pengelli Primary, Grovesend, Swansea

This is a Group 3 school with a mixed pupil enrolment of 121 in the age range 4-11 years. The Head Teacher is responsible for a 3rd and 4th year class (10+ and 11+).

Assistant Teachers

Post Ref. 3P23/47.17.75

Pontybrenin Primary, Kingsbridge, Gorseinon

Well experienced teacher of Juniors to be responsible for **MUSIC**. Applicants should be conversant with Percussion and recorder work and be competent accompanists. A commitment to modern approaches and preparedness to organise in an open plan situation essential.
Scale 3 post.

Application forms and further details of specific posts are available from the undersigned on receipt of a stamped addressed foolscap envelope.

CLOSING DATE: The closing date for the receipt of completed application forms is FRIDAY, 19th September, 1975.
JOHN BEALE, Director of Education.
Education Department, Princess House, Princess Way, SWANSEA.

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated. Inner London Area Payment (£351 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Assistance towards the legal cost of home purchase (up to £200) and a grant towards incidental expenses of moving house may be paid in approved cases. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

TRINITY HOUSE (S.G.) School
Hanger Road, London, S.E.1
(Tel.: 01-407 6877)
(Roll: 1,100, 11 to 19 years, comprehensive)
Required
Second Deputy Head to take up duties on January 1, 1976.
The person appointed will be required to work closely with the senior team sharing in the general administration of the school. The second deputy will hold responsibility for the overall organisation and development of the academic work of the school. A candidate with energy and initiative is sought who has recent experience and qualification in the field of curriculum development in the comprehensive school.
Application forms and further details obtainable from the Headmaster (Tel. 01-407 6877).

ART

Scale 1 Post

SCOTT LIDGETT SCHOOL
Drummond Road, SE16 4EE
(Tel.: 01-237 9001)
(Roll: 1,250 boys; comprehensive. Headmaster: Mr. J. K. Ritchard, B.Sc. (Econ.)
School started in purpose-built premises in 1969; sixth form started in September, 1974.
Wanted for September, 1975.
Full-time man or woman Art Teacher (Scale 1) to work mainly with first year groups—partly in the Technical Studies block and partly in the Art studios. A particular requirement is the ability to teach model making and three-dimensional design construction. Excellent facilities and a variety of materials available.
Assisted travel for staff where applicable.

COMMERCE

Heads of Department

GARRATT GREEN SCHOOL
Burntwood Lane, S.W.17
(Tel. 01-946 6201)
(Roll: 1,900 girls, 11 to 18 years; "O" and "A" level G.C.E. and C.S.E. Courses)
(Headmistress: Mrs. S. Kay, B.A.)
Well qualified and experienced Teacher with relevant business experience required as Head of Business Studies as from January, 1976. Scale 4 or Scale 5 (old scales) level according to qualifications and experience. This is a very large department, covering Shorthand, Typewriting, Office Practice, Commerce, Economics and English Law. Subjects are taken at C.S.E., G.C.E. "O" level, and R.S.A. Stages I and II. The school is exceptionally well equipped and has four adjacent specialist rooms and one Business Activities room. A well-qualified, experienced teacher is sought who can lead and inspire a team of enthusiastic teachers. This vacancy arises from the retirement of the present Head.

ST. GEORGE'S SCHOOL
Lanark Road, Maida Vale W9 1RB
(Tel.. 01-328 0901)
(Catholic co-educational, comprehensive five FE—two sites, 900 pupils on roll. Courses in C.S.E., "O" and "A" levels)
Required as soon as possible:
Head of Business Studies to teach complete range of business subjects in newly built exceptionally well equipped block. Examinations leading to R.S.A., Pitmans, C.S.E., "O" level. Scale 3 (Houghton) available to person with suitable qualifications and experience.
Application in writing, naming two referees, to the Headmaster at the school immediately.

GEOGRAPHY

Heads of Department

THE SION-MANNING SCHOOL (S.G.)
St Charles Square
Ladbroke Grove
London, W10 6EL
(Headmistress)
(Roll approximately 800)
Required for 1st January, 1976:
Head of Geography (Old Scale 4). The school, extended and re-equipped seven years ago, has a wide range of visual aids. Well-established C.S.E., C.E.E., G.C.E. "O" and "A" level Courses (combined "A" level course with adjacent Boys' School). The Department has an enthusiastic team with a strong tradition of field work.
Applications to the Headmistress.

HISTORY

Heads of Department

EDITH CAVELL SCHOOL
Enfield Road, N1 5BA
(Tel.: 01-254 9882)
(Roll 1,050 boys and girls, 11 to 18 years: comprehensive: working in two buildings
(Headmaster)
Required as soon as possible:
Head of History (Houghton Scale 5)
(A.T.)
Applicants welcome to visit the school

MATHEMATICS

Heads of Department

HAVERSTOCK SCHOOL (S.M.)
Chalk Farm, NW3 2BQ
(Eight-form entry. Courses to G.C.E. "O" and "A" levels. C.E.E. and C.S.E.)
(Headmaster)
Required as soon as possible.
Head of Mathematics. Well qualified man or woman (up to Scale 4 or Senior Teacher appointment for suitable applicant). To take charge of a flourishing and successful mathematics department comprising 10 members of staff. The department covers not only Pure and Applied mathematics but statistics and computer science up to London "A" level. A computer terminal is available in the school. Accommodation or assistance with house purchase may be available through a local housing association

MODERN LANGUAGES

Posts of Responsibility

GARRATT GREEN SCHOOL
Burntwood Lane, SW17 0AQ
(Tel : 01-946 6201)
(Roll: 1,900 girls, 11 to 18 years; "O" and "A" levs. G.C.E. and C.S.E. courses)
(Headmistress: Mrs. S. Kay, B.A.)
Required in January, 1976:
A well qualified and experienced teacher of French as Second in the Modern Languages Department—Burnham Scale 3. This is a well established and enthusiastic department using modern audio-visual methods to teach French, German and Spanish throughout the school at C.S.E. "O" and "A" levels.

Scale 1 Post

CLAPTON SCHOOL
Laura Place, Clapton E5 0RB
(Tel.: 01-985 2648)
(A new comprehensive school opening in September, 1975)
Required September, 1975:
Spanish teacher able to offer another modern language preferably French (part-time teachers considered).
The Clapton School will open in September, 1975, with 180 first-year girls housed in accommodation adjoining the John Howard grammar school. Staff for September will be appointed in a temporary capacity and will teach mainly in the grammar school but will also have some share in the work with the new first-year entry. The comprehensive intake will be taught in 10 groups of 18 girls. (For further details and application forms contact the Headmistress at the school).
Early applications essential.

PADDINGTON SCHOOL
Oakington Road, London, W.9
(Tel.: 01-286 4341)
940 girls and boys, 11 to 18 years: comprehensive; Headmaster)
Wanted for September:
Part-time teacher up to .8 for Spanish and/or French. A willingness to share in organisation of school exchanges and visits is asked for.
This new comprehensive school opened in new premises in September, 1973, and offers courses to C.S.E., "O" and "A" levels.
Please write to the Headmaster for full details and an application form.

TULSE HILL SCHOOL (S.B.)
Upper Tulse Hill, SW2 2HH
(Tel.: 01-674 4661)
Comprehensive School for 1,800 boys, with a large and well established sixth form and full range of courses leading to C.S.E., "O" and "A" level examinations.
Required as soon as possible:
Part-time teacher of German (.6). German is taught in the Upper School to boys with particular ability for Modern Languages as a second foreign language.

MUSIC

Heads of Department

STARCROSS SCHOOL
Risinghill Street, London. N1 9QG
(Tel.: 01-837 0759)
(Roll: 1,280 pupils, 11 to 18+, well-staffed Girls' Comprehensive School)
(Headteacher: Miss B. B. Loveridge, B.A., Dip.Th.)
Required for January, 1976:
Head of Music (Scale 3 Houghton) for a modern department in which practical and theoretical music skills are taught. Modern teaching aids include synthesiser and electronic organ. Five peripatetic teachers give instrumental teaching. Brass group recently formed. Unique links with [illegible] of Education

NEEDLEWORK

Scale 1 Post

ROBERT MONTEFIORE SECONDARY MIXED School
Vallance Road, London, E1 5AD
(Tel.: 01-247 8709/8020)
(Roll 720 pupils)
Required:
Applications invited for an experienced Teacher for Needlework with some Home Economics. There is a beautiful residential annexe in Essex which provides opportunities for an extension to the curriculum. The school is also part of a Community Education Centre project primary and further education establishments.
Application forms obtainable from the Secretary and returnable to the Headmistress at the school (A.T.)

REMEDIAL WORK

Heads of Department

SAMUEL [illegible] SCHOOL
Scarlet Road, London, S.E.1
(Tel.: 01-703 5851)
(Roll 800 boys, 11 to 19 years: comprehensive)
Head of Remedial Department (New Scale 4)
Social Priority Allowance
Experienced well qualified teacher to take part of this well-staffed department, and able to lead a competent team. This is an influential senior post in the school. Vacancy due to promotion. AT

SCIENCE

Heads of Department

STARCROSS SCHOOL
Risinghill Street, London, N1 9QG
(Tel.: 01-837 0759)
(Roll: 1,280 pupils, 11 to 18 plus: well-staffed Girls' Comprehensive School)
(Headteacher: Miss B. B. Loveridge, B.A., Dip.Th.)
Required for January, 1976
Head of Biology (Houghton Scale 3) to take overall responsibility for well established Mode 3 C.S.E., "O" and "A" level Biology courses. Biology is taught within the context of a Combined Science course in the first three years. Modern purpose-built science block.

WANDSWORTH SCHOOL
Sutherland Grove, Southfields
SW18 5PJ
(Tel.: 01-788 1233)
(Roll: 1,830 boys, 11 to 19 years: comprehensive)
(Headmaster)
(Southfields Station London Transport District Line—two minutes' walk from the school)
Required as soon as possible:
Head of Science (Houghton Scale 4). Biologist preferred. Experienced teacher with proven administrative ability to take charge of this large department of 10 laboratories and two lecture rooms and a staff of 15 teachers with eight technicians. There is a well established Science Sixth taking Nuffield "A" level Biology, and Chemistry and traditional "A" level Physics. Nuffield "O" level courses are offered as well as C.S.E. including mode III Secondary Science.

TECHNICAL STUDIES

Posts of Responsibility

ROBERT MONTEFIORE SECONDARY SCHOOL
Vallance Road, London E1 5AD
(Tel : 01-247 8709/8020)
(Roll: 720 pupils)
Required:
An experienced teacher to be responsible for Metalwork and/or Woodwork and/or Technical Drawing (Scale 2 Houghton). This post is a major one within the Faculty of Practical Subjects and the successful candidate will be responsible for teaching the subject throughout the school
There are well equipped workshops and a new Project Technology Laboratory. There is a beautiful residential annexe in Essex which provides opportunities for an extension to the curriculum.
Application form available from the Secretary and returnable to the Headmistress at the school.
A.T. available

Scale 1 Post

ST. THOMAS THE APOSTLE R.C. (S.B.) SCHOOL
Hollydale Road, Peckham, SE15 2AR
(Roll: 900, 11 to 18: comprehensive)
Required for September, 1975:
Full-time teacher for Technical Drawing or full-time teacher for Technical Drawing plus another subject would be considered. A recently extended Technical Wing is provided with the latest equipment. Discipline is good and visits to the school are welcome. Application forms and further details from the Headmaster at the School. Tel.: 01-639 0106

OTHER POSTS

Posts of Responsibility

EDITH CAVELL SCHOOL
Enfield Road, N1 5BA
(Tel : 01-254 9882)
(Roll: 1,050 boys and girls, 11 to 18 years: comprehensive; working in two buildings)
(Headmaster)
Required as soon as possible:
Senior Mistress in the Upper School (Houghton Scale 4). Duties to include the attendance and pastoral care of pupils in the fourth, fifth and sixth forms and the sharing of responsibility with the Second Master for the discipline and day-to-day requirements of the timetable.

THOMAS CALTON SCHOOL
Alpha Road, S.E.14
(Tel.: 01-732 9856)
(Roll: 1,020 boys and girls, 11 to 18 S.P. allowance)
(Headmaster: Ron Pepper)
Required as soon as possible:
Teacher/Social Worker (new Scale 3) for our Lower School (Years 1, 2 and 3)
Applications are invited from energetic and committed teachers with social work qualifications (or equivalent) and experience for this important post in our Social Welfare [illegible] system. The post involves working closely with the Heads of Year [illegible] to assist pupils who have difficulties of adjustment, motivation and/or who need the help of the many and varied welfare agencies. There will be a teaching commitment of about one-third of the week, the rest of the time being for home visiting, case conferences, etc. This is a demanding job, calling for experience plus humanity, working in a socially mixed and deprived area. It is, however, a most rewarding and positive post for someone who wants to make a real and practical contribution.
Further details or arrangement to visit (if desired) by Head by telephone or letter.

Scale 1 Posts

CLAPTON SCHOOL
Laura Place, Clapton, E5 0RB
(Tel.: 01-985 2648)
(A new comprehensive school opening in September, 1975)
(Tel.: 01-985 2648)
Required September, 1975:
(a) Mathematics graduate able to offer Modern Mathematics
(b) Spanish Teacher able to offer another modern language preferably French (part-time teachers considered).
The Clapton School will open in September, 1975, with 180 first-year girls housed in accommodation adjoining the John Howard Grammar School. Staff for September will be appointed in a temporary capacity and will teach mainly in the grammar school but will also have some share in the work with the new first year entry. The comprehensive intake will be taught in 10 groups of 18 girls.
For further details please contact the Headmistress at the school. Early applications essential.

THE CROFT—TULSE HILL (S.B.) SCHOOL STUDY CENTRE
Etchingham, Sussex
Applications are invited from qualified Teachers for a part-time post (.8) at this residential centre to take up duties as soon as possible for a period equivalent to four days a week, biologist preferred. Parties of boys from the main school (of 1,800 boys with a full range of C.S.E. "O" and "A" level study courses) visit the centre for a week at a time to pursue a range of study courses including work in humanities and earth sciences. Applicants should be prepared to work flexible hours appropriate to a residential centre.
Application forms can be obtained from: The Warden, The Croft, Straight Mile, Etchingham, Sussex, TN19 7BA, (Tel.: 058081 430) or The Secretary, Tulse Hill School, Upper Tulse Hill, London, SW2 2HH (01-674 4661).

PRIORY PARK SCHOOL
Priory Grove, Lansdowne Way, London, SW8 2PH
(Tel.: 01-622 5614)
(Roll: 700)
(Headmistress)
Wanted for September:
Teacher(s), up to .6 basis, for one or more of the following subjects: English, History, R.E. Number of hours to be dependent upon the subjects available.
The school is on two sites and the person appointed could be at either building. The main building is at Priory Grove where the first, fourth, fifth and sixth-year girls are housed; the annexe is at Bedford Road containing our second and third years. The school provides courses leading to C.S.E. and G.C.E. "O" and "A" levels.

SCOTT LIDGETT SCHOOL
Drummond Road, SE16 4EE
(Tel.: 01-237 9001)
(Roll: 1,250 boys; comprehensive)
(Headmaster, Mr. J. K. Ritchard, B.Sc. (Econ.)
School started in purpose-built premises in 1969; sixth form started September, 1974.
Wanted for September:
Some part-time teaching vacancies are available for help with remedial work (both in reading and mathematics) and technical studies. The school timetable is flexible enough to fit appointees appropriately during the week. Assisted travel for staff where applicable.

PRIMARY SCHOOLS

Deputy Headships

CUBITT TOWN INFANTS SCHOOL
Glengall Grove, Isle of Dogs
E14 9NE
(Tel.: 01-987 3378)
Required as soon as possible:
Deputy Headmistress. The school is organised in an integrated situation with cooperative teaching between two classes in each age group. The Deputy would be required to teach within this organisation.
School within easy access of both Mile End and Greenwich. Visits welcomed. (A.T.)

GRINLING GIBBONS J.M. & I. 2 N.(?) SCHOOL
Clyde Street, S.E.8
(Tel.: 01-692 4017)
(Headmistress)
Required for January, 1976:
Deputy Head (Group 5, salary scale post-Houghton). Experienced and energetic teacher with ability to organise and willingness to accept responsibility in the management of the school.
The deputy will be expected to work alongside the junior teachers and children, particularly with language and reading, and helping in the development of a balanced curriculum. There would be opportunity to develop own special interests in a separate teaching area. The school has a happy and enthusiastic staff with a pleasant spacious building near to bus routes and B.R. stations (A.T.).
Vacancy due to promotion.

Posts of Responsibility

BRECKNOCK (J.M. & I.) SCHOOL
York Way, N.7
Required as soon as possible:
Experienced Class Teacher with wide interests, particularly craft and display. Scale 2 post available, plus S.P.A. allowance. Visits welcomed. Phone 01-485 6344.

CANONBURY (J.M.) SCHOOL
Canonbury Road, N.1
(Tel.: 01-226 6520)
(Roll: 230, group 4)
Required as soon as possible: Scale 2 post to [illegible] and A.V. [illegible] who would enjoy and co-operate [illegible] and enthusiastic staff [illegible] to join them. [illegible] Visits welcome.

CLYDE [illegible] SCHOOL
Clyde Street, [illegible]
SE8 3EW
[illegible]
Group 2
(Headmistress [illegible])
Required as soon as possible
An enthusiastic [illegible] [illegible] to be responsible for [illegible] playing [illegible] school. The [illegible] estates in [illegible] education [illegible] children who might not be [illegible] a class [illegible] the whole community. Applicants are invited to visit by appointment with the Headmistress.

MIDDLE ROW [illegible] SCHOOL
Kensal Road
North Kensington, W.10 5DB
(Headmistress)
Required as soon as possible
A Scale 2 Post for a teacher to be responsible for Physical Education and Games. [illegible]
Visits welcomed. Tel.: 01-969 [illegible]

MIDDLE ROW [illegible] SCHOOL
Kensal Road, W.10 5DB
(Tel.: 01-969 [illegible])
(Headmistress)
Required as soon as possible
An experienced teacher (Scale 2) to be responsible for library development and liaison between home and school.
Experience in team teaching and vertical grouping an advantage but not essential. Opportunities for developing own ideas. The school is adjacent to the Ladbroke Teachers' Mathematics Centre and also participates in a joint resources project with a mixed S.D.O. S.P.A. allowance payable. Enquiries and visits welcomed.

RUSHMORE JUNIOR SCHOOL
Rushmore Road, Clapton, E.5
(Tel.: 01-985 3175)
(Roll: 410 mixed pupils seven to 11 years)
(Headmaster)
Required as soon as possible
Experienced teacher to be responsible for girls' games and outdoor activities. Scale 2 post. Experience in teaching lower juniors an advantage, visits welcome.
Application forms from and returnable to headmaster.

RUSHMORE JUNIOR SCHOOL
Rushmore Road, Clapton, E.5
(Tel.: 01-985 3175)
(Roll: 410 mixed pupils seven to 11 years)
(Headmaster)
Required as soon as possible
Experienced teacher to be responsible for the organization of English teaching throughout the school. Scale 2 post.
Vacancy due to promotion, experience in teaching lower juniors an advantage. Visits welcome. Application forms from and returnable to Headmaster.

Scale 1 Posts

AMHURST (J.M.) SCHOOL
Well-equipped junior school in spacious S.B.L. building needs part-time teacher 0.7 remedial and/or state interests. [illegible]
Applications from Clerk to the Managers, Amhurst J.M. School, c/o Divisional Office, 1 Defoe Way House, 1 Stamford Hill, London, N.16.

BEVINGTON (J.M.) SCHOOL
Cambourne Road, W10 5TW
(Tel.: 01-969 [illegible])
Required as soon as possible
Teacher for "Opportunity Class". Special school allowance payable. Further particulars from the Headmaster at the school

JOHN STAINER JUNIOR MIXED SCHOOL
Mantle Road, London, S.E.4
Required as soon as possible
Part-time (0.6) teacher to teach music in this multiracial school. Ample scope for someone with enthusiasm and sympathy for developing music as a priority with underprivileged children. The school is conveniently situated on numerous bus routes and two minutes from Brockley (S.R.) station. It has a friendly staff and a Headmaster who welcomes visits (Tel.: 01-692 [illegible])

QUEENSBRIDGE INFANTS SCHOOL
Queensbridge Road, E.8 3LT
(Tel.: 01-254 1184)
Is there a part-time teacher, working near Dalston, who would like a further one day per week working with non-English speaking children (two separate half days seriously considered)? The language work is well established and there is a group teaching room available. Vacancy due to teacher moving out of London
Please phone or write to the Headmistress.

SPECIAL EDUCATION

DAY SCHOOLS

CHILD [illegible] SCHOOL
41 Elsley Road, Battersea, S.W.11
(Roll, 57 children, all ages)
Required for January, 1976:
Deputy Head. Must be experienced in work with maladjusted children. Applicants are invited to make a preliminary visit (Telephone 01-228 4290).

NEW RIVER SCHOOL
Clissold Road, Stoke Newington
N16 9EX
(Tel.: 01-249 0825)
(Partially-sighted)
(Headmaster)
Required as soon as possible:
Teacher of Music for two days a week. The maximum class size of this all-age school is 15. London and Special School allowances.
Visits welcomed (A.T.).

STORMONT HOUSE SCHOOL
Downs Park Road, E5 8NP
(Group 7 (S))
(Roll: 160 delicate children aged five to 16 years)
This school is in a bright, pleasant building situated in a delightful position on Hackney Downs.
Required as soon as possible
Music Teacher for Monday-Tuesday of each week.
Special school experience desirable but not essential
Visits welcomed (A.T.).

COME AND TEACH IN INNER LONDON : EXCELLENT IN-SERVICE TRAINING

SECONDARY
[illegible]

ISLE OF WIGHT
COUNTY COUNCIL
[illegible] HIGH SCHOOL
[illegible] comprehensive [illegible] Required for January [illegible] a well qualified [illegible] HEAD OF RELIGIOUS EDUCATION (Scale 3) [illegible] include [illegible] studies to university entrance [illegible] activities, and [illegible] with the Heads of House [illegible] and pastoral matters.
Removal and resettlement [illegible]
Application form and further particulars from County Education Officer, County Hall, Newport, Isle of Wight [illegible]

Science

Heads of Department

BERKSHIRE
[illegible]

[illegible] COUNTY [illegible] SCHOOL
Priors Way [illegible] Slough,
[illegible]
Required for January 1976, HEAD OF SCIENCE (Scale 5). Sciences are taught throughout the school to C.S.E. and "O" level [illegible] department. Interest in extra curricular activities would be an advantage.
Assistance with removal expenses in approved cases. London Weighting £141 per annum.
Further information and application forms available from the Headmaster (stamped addressed envelope).

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE EMERSON PARK SCHOOL
(Roll 900, Sixth Form 185)
Wych Elm Road, Hornchurch
RM11 3AD
A five-form entry 11 to 18 co-educational comprehensive; comprehensive in years one to three; selective in fourth, fifth and sixth forms
Required, January, 1976:—
A suitably experienced graduate MASTER or MISTRESS is sought to take charge of and share the work of the CHEMISTRY DEPARTMENT teaching to G.C.E. "O" and "A" levels. This is a well-equipped department which maintains very high standards. Nuffield Methods are well established throughout the school, including combined Science in years 1 and 2.
A departmental head is required who will not only continue the standard set but make an active contribution to the department of New Science courses for the comprehensive year groups, in close collaboration with the Head of Science and other colleagues.
A Scale 4 post is available. London Weighting £267 per annum. Assistance with removal expenses available in appropriate cases.
Letters of application to Headmaster.

SUTTON
(London Borough of)
HIGHVIEW HIGH SCHOOL
The Chase, Wallington, SM6 8JT
HEAD OF SCIENCE DEPARTMENT required for January. Three laboratories; particular interest in teaching Physics an advantage. Scale 3 post available.
Further details and application form from Headmaster.

TAMESIDE
(Metropolitan Borough)

LEIGH STREET COUNTY SECONDARY SCHOOL
Leigh Street, Hyde SK14 2AP

HEAD OF SCIENCE, Scale 3. Must be able to organise and develop the Department during reorganization.
Application forms available from the Headmistress.
Closing date, September 24.
Reference [illegible]

WILTSHIRE
EDUCATION COMMITTEE
[illegible] COUNTY SECONDARY SCHOOL
[illegible]
HEAD OF SCIENCE DEPARTMENT (Scale 3).
TEACHER to take charge of a subject from January, 1976. Experience in Rural Studies an advantage but not essential.
Apply to Headmaster for full details and an application form which should be returned by [illegible]

Other Posts on Scale 2 and above

DUDLEY

METROPOLITAN BOROUGH

RICHARD [illegible] HIGH SCHOOL FOR BOYS
[illegible] Street, [illegible] West Midlands [illegible]

(13 to 18 comprehensive, [illegible] on roll)

Required for January, 1976 a TEACHER of BIOLOGY to C.S.E. and G.C.E. "O" and "A" level standard. Scale 2 post available for suitably qualified and experienced candidate. Applications welcomed from new entrants.

Applications by letter to the Headmaster, giving full details with names of referees.

EAST SUSSEX
(BRIGHTON AREA)
PATCHAM FAWCETT HIGH SCHOOL
Ladies Mile Road, Patcham, Brighton
Required September, 1975, ASSISTANT TEACHER for SCIENCE (with particular interest in Physics). Scale 1 or 2 post according to qualifications and experience, including G.C.E. "O" level and C.S.E. examination work. Excellent laboratory facilities in a developing comprehensive high school.
Applications from newly appointed teachers will be considered. Generous scheme of relocation grants in approved cases
Application forms obtainable for return from the undersigned as soon as possible. J. L. Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP

SECONDARY Science continued

HAVERING
(London Borough of)
THE COOPER'S COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
(6 F.E. Mixed Voluntary Aided School. Large Sixth Form)
There are plans to accept a wider ability intake in September.
Required for January 1976.
A PHYSICS GRADUATE to teach the subject throughout the School. Nuffield "O" and "A" level courses are being taught in well equipped laboratories.
There is a large science sixth. Scale 3 post available. Willingness to help with extra mural activities etc. would be an advantage.
London Allowance is payable. Help with removal expenses in approved cases.
Apply with full curriculum vitae to the Headmaster, advising the names of two referees.

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL (MIXED)
Southey Road, SW19 1NU
Headmaster : Mr. R. Moore, B.A.
(Age range 13-18 years)
Required January, 1976 :
A GENERAL SCIENCE TEACHER who will also be able to help out in the Physics Department. There are six well equipped laboratories and all 3 Sciences are taught to G.C.E. "O", "A" and C.S.E. levels. Houghton Scale 2 for suitable candidate.
London Allowance £267. Mortgage facilities. Legal expenses up to £200 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster to whom they should be returned by 19th September, 1975.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CORBY LODGE PARK COMPREHENSIVE SCHOOL
Shetland Way, Corby, Northants
ASSISTANT TEACHER to take GENERAL SCIENCE with special emphasis on BIOLOGY is required as soon as possible. General Science is taught to years 1-2, and we seek an enthusiast who will work with a well-established department to teach to C.S.E. and "O" level. Sixth form work begins September, 1976. Scale 1 or 2 depending upon experience.
Housing is readily available and there are good opportunities for extra-curricular work.
Lodge Park is on the outskirts of Corby New Town
Application forms obtainable from the Headmaster.

NOTTINGHAM
HIGH SCHOOL FOR GIRLS
Girls' Public Day School Trust
Required in January, MASTER or MISTRESS to share the teaching of CHEMISTRY throughout the School to Advanced and Open Scholarship level. Full share of Nuffield "A" level work, experience of this course an advantage.
Burnham Scale 2
Apply in writing, with copies of testimonials and giving name and addresses of two referees, to the Headmistress, 9 Arboretum Street, Nottingham.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL
Mixed Comprehensive 11 to 16
Number on roll 700
Required for January, 1976, at this new Comprehensive School to be opened January, 1976, A TEACHER of BIOLOGY/RURAL SCIENCE.
Application forms and further details from Area Education Officer 57 Ferrybridge Road, Castleford.

Scale 1 Posts

BERKSHIRE
EDUCATION COMMITTEE
Windsor/Maidenhead District
COX GREEN COMPREHENSIVE SCHOOL
Highfield Lane, Maidenhead SL6 3AX
Required as soon as possible, a MASTER or MISTRESS to teach PHYSICAL SCIENCE in the new faculty opened this year. Scale 1. London fringe area allowance £141 per annum. Assistance with removal expenses in approved cases
Cox Green is a pleasantly situated purpose-built Comprehensive school.
Application forms and further particulars may be obtained from the Headmaster at the school (stamped addressed envelope).

BEXLEY
(London Borough of)
HURSTMERE SCHOOL
Hurst Road, Sidcup
Headmaster : Mr. D. E. S. Ball
(Roll : 761 Boys)
SCIENCE TEACHER required with bias to BIOLOGY.
London Area Allowance £267. Assistance with legal fees, removal expenses and disturbance allowance can be considered.
Applications to Chief Education Officer (T.7), Town Hall, Crayford, Kent.

DURHAM
COUNTY COUNCIL
PETERLEE ST. BEDE'S R.C. COMPREHENSIVE SCHOOL
(Developing 10-form entry: 1,550 on roll)
Sell NCL. Salary Scale 1. Qualified ASSISTANT (Physics Graduate preferred) required as soon as possible.
Stamped addressed envelope for application form to Area Administrative Officer, Seaside Lane, Easington, Peterlee, Co. Durham
Removal expenses, lodging allowance and travelling expenses payable in approved cases.
Canvassing members of the appropriate committee, directly or indirectly, strictly prohibited.
Closing date for receipt of applications 22nd September, 1975.

DURHAM
COUNTY COUNCIL
TANFIELD SECONDARY SCHOOL
Stanley
(Four-form entry selective : 11 to 18 years : 100 in Sixth Form)
PHYSICS and CHEMISTRY. Salary Scale 1. Qualified ASSISTANT (Graduate) required as soon as possible.
Stamped addressed envelope for application form to Area Administrative Officer, Durham Road, Blackhill, Consett, Co. Durham.
Removal expenses, lodging allowance and travelling expenses payable in approved cases.
Canvassing members of the appropriate committee, directly or indirectly, strictly prohibited
Closing date for receipt of applications, 22nd September, 1975

DURHAM
COUNTY COUNCIL
WOLSINGHAM SECONDARY SCHOOL
(Six-form entry Mixed: 11 to 18 years)
GENERAL SCIENCE. Salary Scale 1. Qualified ASSISTANT required for January, 1976. Ability to help with either Human Biology or Technical Drawing an advantage.
Stamped addressed envelope for application form to Area Administrative Officer, Kingsway, Bishop Auckland, Co. Durham.
Removal expenses, lodging allowance and travelling expenses payable in approved cases.
Canvassing members of the appropriate committee, directly or indirectly, strictly prohibited.
Closing date for receipt of applications, 22nd September, 1975.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
PATCHAM FAWCETT HIGH SCHOOL
Ladies Mile Road, Patcham
Brighton
Required September, 1975.
ASSISTANT TEACHER for SCIENCE (with particular interest in Physics). Scale 1 or 2 post according to qualifications and experience, including G.C.E. "O" level and C.S.E. examination work. Excellent laboratory facilities in a developing Comprehensive High School. Applications from newly appointed teachers will be considered. Generous scheme of relocation grants in approved cases.
Application forms obtainable from the undersigned for return as soon as possible.
J. L. Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP.

HAMPSHIRE

GOSPORT-FAREHAM AREA

BRIDGEMARY SCHOOL

Wych Lane, Gosport PO13 0JN
(11-18 Comprehensive Mixed 1,550 on roll)

Required January, MASTER or MISTRESS to teach BIOLOGY with special reference to rural science (taught for 20 periods a week). Separate rural science centre—links with agricultural college—courses to C.S.E.

Please write to the school giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER CHRISTOPHER WHITEHEAD GIRLS' SECONDARY SCHOOL
(Four-form entry)
Bromwich Road, Worcester
WR2 4AF
Required for 1st November, 1975, or as soon as possible thereafter, ASSISTANT TEACHER (Scale 1) SCIENCE, to teach COMBINED SCIENCES and BIOLOGY, HUMAN BIOLOGY at G.C.E. "O" level and C.S.E. Scale 2 post available for suitably qualified and experienced candidate
Further particulars available from the Headmistress on receipt of a stamped addressed envelope (foolscap). Closing date 12th September, 1975.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
VERULAM SCHOOL
(Group 10)
Brampton Road, St. Albans
(660 Boys, 150 in Sixth Form)

MASTER or MISTRESS required in September to teach CHEMISTRY throughout the school up to Advanced level, together with some general Science. Developing as a five-form entry all-ability boys' school from September.
Applications from those only able to teach part-time will be considered.
Write to the Headmaster, naming two referees and enclosing curriculum vitae.

HERTFORDSHIRE
COUNTY COUNCIL
THE CAVENDISH SCHOOL
Hemel Hempstead
(Co-educational: 1,070 pupils—200 in the Sixth Form)
Required for January, 1976, a MASTER or MISTRESS to teach CHEMISTRY to "A" level and Combined Science in the Main School. Excellent facilities and flexible new curriculum. Removal expenses normally refunded and help with housing possible for married staff.
Applications to the Headmaster (no forms) enclosing names of two referees and curriculum vitae.

LONDON, S.W.11
EMANUEL SCHOOL
Voluntary-aided Grammar
(880 boys)
Required as soon as possible, a TEACHER of SCIENCES to "O" level on a part-time basis, up to four days a week.
Applications by letter (no forms available) with names and addresses of referees, to the Headmaster at the school.

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hampton
Honours CHEMISTRY GRADUATE required in January, 1976.
(See Independent Schools Section.)

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northampton
Required as soon as possible :
TEACHER of CHEMISTRY in this rural, comprehensive school (number on roll in September, 1,150, age range 11-18).
Applications welcomed from teachers seeking their first appointment.
Apply direct to the Headmaster.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL
Mixed Comprehensive 11-16
Number on roll 700
Required for January, 1976, at this new Comprehensive School to be opened on January, 1976, a TEACHER of CHEMISTRY/GENERAL SCIENCE.
Application forms and further details from Area Education Officer, 57 Ferrybridge Road, Castleford.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary paid.
Required for September, 1975 :
RUCKHOLT MANOR HIGH SCHOOL
Headmaster : Mr. K. A. Rose
Oliver Road, London E10 5LX
A TEACHER of SCIENCE/MATHEMATICS is required for this Mixed Comprehensive High School (11-14 years) to teach both subjects throughout the age range.
Application forms obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton E10 5QJ.

WARWICKSHIRE

EDUCATION DEPARTMENT

NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
Nuneaton
Comprehensive Mixed
(1,582 on roll)

Required for September, 1975, TEACHER of PHYSICAL SCIENCES (Physics) to C.S.E., G.C.E. "O" and "A" level and there is a C.E.E. Physics course. Sixth-form work would be available for suitably qualified candidate.

Further particulars and application forms available from the Head.

Social Studies

Other Posts on Scale 2 and above

HAMPSHIRE

GOSPORT-FAREHAM AREA

BRIDGEMARY SCHOOL

Wych Lane, Gosport
PO13 0JN
(11 to 18 Comprehensive Mixed, 1,550 on roll)
Required January, MASTER/MISTRESS, preferably with qualifications in SOCIOLOGY to teach in small department catering for 4th and 5th year pupils. Scale 2
Courses established in child development, world's experience and community service, C.S.E. course in Social Education.
Successful applicant will be required to take some English in Middle School.

Please write to the School giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

Speech and Drama

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
(Opened 1973)
Parkside Campus, Houghton Regis, Dunstable LU5 5PY
Tel. 606211
Headmaster : Mr. S. Robinson, M.A.
Required as soon as possible :
SPEECH and DRAMA SPECIALIST, Scale 2, for developing co-educational comprehensive school in buildings purpose designed for 1,100 pupils 13-19. Two middle schools 9-13 share same campus in N.W. fringe of Luton Dunstable conurbation.
Applicants need good qualifications and experience and will be responsible for developing personal and group work throughout the school including liaison and cooperation with other departments particularly with the Head of English and his staff. Interest in music and/or games a recommendation.
The Authority has a scheme for teachers moving into the County to assist with removal expenses.
Initial application by letter as soon as possible giving curriculum vitae and naming referees to the Headmaster. Further details available.

Technical Studies

Heads of Department

COVENTRY (City of)
ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE
(970 on roll)
(New purpose-built eight-form entry establishment on city outskirts)
Required January 1976, or earlier, if possible: HEAD of TECHNICAL SUBJECTS, up to Scale 4 (plus Social Priority Allowance).
Post combines leadership and development of school courses with management and provision of workshops for community use. Applicants must definitely be committed to the community concept.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the School, Princethorpe Way, Coventry, CV3 2QD.
Closing date: 10 days after the appearance of this advertisement.

DEVON
KINGSBRIDGE (COMP.) SCHOOL
Kingsley Road, Kingsbridge
HEAD of TECHNICAL STUDIES (Scale 3) required January. The successful applicant, preferably an engineer with experience of teaching Metalwork, is required to lead an expanding department with well-equipped workshops.
Application forms (stamped addressed foolscap envelope) from the Head Teacher; returnable by 19th September 1975.

ESSEX COUNTY COUNCIL

Essex ranks third in size among County Education Authorities in England and Wales, and with over 750 schools there are excellent opportunities for promotion. The County has interesting towns, unspoilt countryside, one of the longest coastlines of any English County, much history and tradition, good facilities for sport and recreation and accessibility to London and Western Europe. Generous Removal, Lodging and Disturbance Allowances are payable throughout the County and there is also a Mortgage Guarantee Scheme. Details of the availability of housing and nursery education in various parts of the County can be obtained at the time of application. The London Fringe Allowance is payable in certain parts of Essex. Unless otherwise stated, application forms and further particulars may be obtained from the Head of the school concerned, to whom all completed application forms should be returned.

SENIOR TEACHER/SENIOR PASTORAL POSTS/HEAD OF DEPARTMENT

Boswells Comprehensive School
(Roll 1,280)
Burnham Road, Springfield, Chelmsford
Tel : Chelmsford 64451

Head of Girls' Physical Education (Scale 2). Appointing January able teacher to lead thriving department in school providing fine teaching environment. High standards achieved. Excellent facilities include indoor swimming pool.

Applications by letter immediately full details education and experience. Two referees. Further particulars will be sent to each applicant.

Davenant Foundation Grammar School
(Roll 400)
Chester Road, Loughton
Tel : Theydon Bois 2608/9

Voluntary Aided Two-Form Entry Grammar School for Boys.

Founded 1680. New Buildings 1965.

Head of History. Required for January—(scale 4 plus London Fringe Allowance £141.00) to organise and teach the subject throughout the school up to and including scholarship level. The vacancy occurs through retirement.

Green Belt area with Central Line tube nearby.

Please apply to the Headmaster at the school enclosing curriculum vitae and names of two referees by 22nd September. Further details on request.

Lucton Secondary Boys' School
(Roll 690)
Borders Lane, Loughton IG10 3SD
Tel : 01-508 4080

Head of Faculty of English and Related Studies (Scale 4). English Graduate preferred for this new post. The faculty will embrace English, Drama, Library and Teaching Resources Centre. The successful candidate will be expected to coordinate work in these four related areas and to take responsibility for courses to C.S.E. 'O' and 'A' level. This will be a key post in the new staffing structure.

SCALE 2 POSTS & ABOVE (ACADEMIC & PASTORAL)

Boswells Comprehensive School
(Roll 1,280)
Burnham Road, Springfield, Chelmsford
Tel : Chelmsford 64451

Teacher of Mathematics (Scale 2). Specialist required January join experienced team teaching full ability range in well equipped centralised department. Modern courses to 'O' and 'A' level G.C.E. and C.S.E. Mode 3.

Established comprehensive school providing outstanding facilities in fine teaching environment.

Apply by letter immediately, full details education and experience. Two referees. Further particulars will be sent to each applicant.

Chalvedon Comprehensive School (11-18)
(Roll 1,280 (M))
Wickford Avenue, Pitsea, Basildon
Tel : Basildon 552536

Head of Department Boys' Physical Education, Scale 3. Facilities include Sports Hall, gymnasia, playing fields, hard play area, 3 hard porous pitches and community swimming pool now under construction.

Davenant Foundation Grammar School
(Roll 400)
Chester Road, Loughton
Tel : Theydon Bois 2608/9

Voluntary Aided Two-Form Entry Grammar School for Boys. Founded 1680. New buildings 1965.

Mathematics. Required for January to teach the subject throughout the school. Scale 1 or 2 post depending on experience and qualifications.

Green Belt area with Central Line tube nearby.

London Fringe Allowance, £141.00.

Please apply to the Headmaster at the school enclosing curriculum vitae and names of two referees by 22nd September. Further details on request.

SCALE 1 POSTS

Aveley 11-16 Comprehensive School
(Group 10)
(Roll 960)
Love Lane, Aveley RM15 4HT
Tel : Purfleet 5313

General Subjects in the Lower School.

Mathematics throughout the school or with Lower School.

Religious Education with supporting subject(s).

These posts will provide a profitable entry to the profession in a well structured successful expanding school serving an established rural community with both private and council housing.

Extra allowances available.

Apply to the Head giving names and addresses of current professional referees.

Clacton County High School
(Roll 1,400)
Walton Road, Clacton on Sea
Tel : 24266

Science. Required in January or earlier, any specialist subject acceptable. Scale 2 for appropriate qualifications and experience. Comprehensive reorganisation of this former Grammar School has now reached an advanced stage.

Apply by letter to the Headmaster at the school within 10 days of the appearance of this advertisement giving full details of education, training and qualifications and including the names and addresses of two referees.

Teaching Vacancies for January 1976

Secondary

St. Mary's R.C. Secondary School (Group 12)
Manchester Road, Astley, Tyldesley [illegible]

TEACHER OF TECHNICAL STUDIES

[illegible] Technical Drawing to 'A' level [illegible] with an ability [illegible] work in a variety of materials. The school has a large [illegible] Technical Department. Promotional prospects [illegible]

Application form and further details available from the Headteacher at the above named school. Closing date 26th September, 1975.

Special Education

Green Hall Special School—ESN (M).
Green Hall Close, Atherton M29 0HX

TEACHER OF CRAFT SUBJECTS

[illegible] to work with pupils [illegible] years. [illegible] outdoor [illegible] Special Schools allowance.

Application form and further details available from the Headteacher of the above named school. Closing date 26th September, 1975.

Metropolitan Borough of **WIGAN**

LANCASHIRE

EDUCATION COMMITTEE

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ unless otherwise stated.

PRIMARY SCHOOLS

HEADSHIPS

CHIPPING, ST. MARY'S R.C. PRIMARY (AIDED) Group 1 (60 on roll)
HEAD TEACHER required 1st January 1976.
Modern Building. Residential Area. S.P.S. Additional Allowance.

CHORLEY, DUKE STREET COUNTY INFANTS' (200 Mixed).
HEADMISTRESS, Group 4

BACUP, TONSTEAD C.E. (Controlled) (250 Juniors and Infants)
HEADTEACHER, Group 5

SPECIAL EDUCATION

HEADSHIPS

POULTON-LE-FYLDE DAY SPECIAL SCHOOL (No. on Roll 50)
HEAD TEACHER, Group 4 (S) required from 1st January, 1976.
Closing date: 15th September, 1975.

ASSISTANT MASTERS/MISTRESSES

CHORLEY, MAYFIELD SPECIAL E.S.N. (S) SCHOOL (50 Mixed)
ASSISTANT TEACHER, Music an advantage. Scale 2 post for suitably qualified and experienced teacher.

SECONDARY SCHOOLS

HEADSHIPS

CHORLEY, ST. ALBAN'S HIGH (750 Mixed)
HEAD TEACHER, Group 9.
Negotiations in progress for change of status from Voluntary (Special Agreement) C.E. to County School.
Forms/further details from/to District Education Officer, Williams and Glyn's Bank Chambers, Market Street, Chorley PR7 2SA. Closing date, 15th September 1975.

DEPUTY HEADSHIPS

CLITHEROE, RIBBLESDALE COUNTY SECONDARY (975 Mixed)
For January, 1976
DEPUTY HEAD, Group 9
Further details/form from/to the Headmaster at the school, Turner Street, Clitheroe.

HEADS OF DEPARTMENTS

BLACKBURN, SHADSWORTH SCHOOL COMMUNITY CENTRE (1,450 Mixed)
Required January, 1976:
GRADUATE as HEAD of ENGLISH, Scale 4, to take charge of this large department. Courses in C.S.E. and G.C.E. 'O' and 'A' level, as well as non-academic courses. Close links with Remedial Department and Foundation Studies. A teacher with an experience over the whole range of secondary school English is sought. Opportunity for development work with adults.
Forms/further details from/to Principal, at the Centre, Shadsworth Road, Blackburn.

SCALE 2 POSTS

COLNE, PRIMET HIGH (950 Mixed, 11-16 years)
TEACHER in charge of BOYS' PHYSICAL EDUCATION, Scale 2. Good facilities.
Further details/form from/to the Head at the School, Dent Street, Colne, Lancashire, by the 15th September, 1975.

SCALE 1 POSTS

BLACKBURN, WITTON PARK (11-18 Comprehensive, 1,100 Mixed)
For January, 1976, or earlier if possible:
BOYS' CRAFT mainly WOODWORK.
Extensive workshop facilities with opportunities for integrated work.
Forms from/to the Head at the School, Buncer Lane, Blackburn (stamped addressed envelope).

ACCRINGTON, HOLY FAMILY R.C. SECONDARY
(No. on Roll 700 Mixed)
For MUSIC.
Required January, 1976, or immediately if possible
Forms/further details from/to D.E.O., Gothic House, St. James's Street, Accrington, by the 15th September, 1975

COLNE, PRIMET HIGH (950 Mixed, 11-16 years)
(1) MUSIC and GENERAL SUBJECTS. (State subjects offered.)
(2) HANDICRAFTS (Wood, Metal, Plastics, Geometrical Drawing, etc.)
Further details/form from/to the Head at the School, Dent Street, Colne, Lancashire, by the 15th September, 1975.

STAFFORDSHIRE NORTHERN AREA

HEAD TEACHER

Required for January, 1976:—

LONGTON

Edensor High School, Edensor Road, Longton, Stoke-on-Trent
Age Range 12-16 years. No. on Roll 650

Applications are invited from suitably qualified and experienced teachers for the position of Head Teacher at this Group 9 neighbourhood High School.

Application forms available from the Area Education Officer, P.O. Box 23, Unity House, Hanley, Stoke-on-Trent, to whom they should be returned by the closing date stated below.

DEPUTY HEAD TEACHER

BURSLEM

Moorland High School, Moorland Road, Burslem, Stoke-on-Trent
Group 9. Age Range 12-16 years

No. on Roll 600

Applications are invited for the post of Second Deputy Head Teacher at this Group 9 neighbourhood High School.

The successful candidate will be required to undertake responsibility for the organisation and detailed administration of the day-to-day life and work of the school.

HEADS OF DEPARTMENT

KIDSGROVE

Maryhill Comprehensive School, Gloucester Road, Kidsgrove, Stoke-on-Trent
Group 10. Age Range 11-18 years
No. on Roll 850 mixed

An experienced teacher required to take charge of Home Economics (Scale 3). The school has three well equipped specialist rooms for Cookery and Needlework and a full range of courses including C.S.E. and G.C.E. up to Advanced level.

MEIR

Longton High School, Box Lane, Meir, Stoke-on-Trent

Group 11. Age Range 12-16 years
No. on Roll 1,350 (rising to 1,400+ in subsequent years)

Head of Physics Department (Houghton—Scale 3) for this Co-educational Comprehensive School.

An experienced and well qualified teacher is needed to take charge of the teaching of Physics throughout the school and to co-operate with eleven other teachers in the Science Faculty in developing integrated science courses throughout the school.

The department has excellent facilities and is generally equipped with resources for the teaching of Nuffield Physics as well as sharing the services of three full-time laboratory technicians.

Head of Faculty of Humanities (Scale 4) for this co-educational comprehensive school. The post involves the oversight and co-ordination of the work of all humanities departments including History and Geography as well as the particular responsibility for directing the work of one of them. A well qualified teacher of experience, energy and ideas with proven administrative ability is called for.

The school has a number of well-equipped specialist rooms and there are twelve teachers within the Faculty. All subjects are taught to C.S.E. and G.C.E. 'O' levels.

NEWCASTLE

Seabridge C. Secondary School, Roe Lane, Newcastle, Staffs.

Group 7. Age Range 11 to [illegible]
No. on Roll 490

Head of Department for Physical Education (Scale 3) to be responsible for the organisation, administration and teaching of the subject in this Mixed Secondary School of 490 pupils. The Department is well equipped and the school has its own playing field attached. Facilities for most games and athletic activities are available. The school has a fine sporting tradition and candidates are presented for the C.S.E. Mode 3 examination in Physical Education.

LONGTON

Edensor High School, Edensor Road, Longton, Stoke-on-Trent

Group 9. Age Range 12-16 years
No. on Roll 650

Experienced teacher (Scale 3) required to be Head of Religious Education Department.

BALL GREEN

Ball Green High School, Wilding Road, Ball Green, Stoke-on-Trent
Group 9. Age Range 12-16 years
No. on Roll 560

Experienced teacher to be Head of Remedial Studies (Scale 3). The person appointed would be required to exercise general supervision of children with learning problems and to take particular responsibility for the teaching of certain basic subjects at remedial level. He/she would be expected to advise upon individual problems and to provide a link where necessary with specialist resources.

SCALE 2 POSTS AND ABOVE

KIDSGROVE

Maryhill Comprehensive School, Gloucester Road, Kidsgrove, Stoke-on-Trent
(Group 10. Age-range 11-18 years. No. on Roll 850)

(i) Experienced teacher (Scale 3) required to be second in English Department also having responsibility for the school library.

(ii) Experienced teacher (Scale 2) required to be second in Mathematics Department. The school which is housed in well equipped, modern premises offers a full range of courses including C.S.E. and G.C.E. to advanced level.

CHESTERTON

Chesterton C. Secondary Girls' School, Castle Street, Chesterton, Newcastle, Staffs.
(Group 7. Age-range 11-16 years. No. on Roll 365)

Teacher required to teach Music throughout the school. Scale 2 post available for a suitable candidate.

TUNSTALL

Brownhills High School, Brownhills Road, Tunstall, Stoke-on-Trent

(Group 9. Age-range 12-16 years. No. on Roll 670)

Teacher (Scale 2) required in the Art/Craft Department of this neighbourhood High School.

CHELL

Chell High School, St. Michael's Road, Chell, Stoke-on-Trent
(No. on Roll 650. Age-range 12-16 years)

Experienced teacher (Scale 3) required in Geography Department. 'O' level and C.S.E. work available.

SCALE 1 POSTS

BIDDULPH

Biddulph High School, [illegible]

(Group 11. No. on Roll [illegible]. Age range 13-18 years)

An enthusiastic teacher required as soon as possible to join the language teaching team in this 13-18 year High School.

German is the first foreign language studied by the majority of pupils. The post would involve more French teaching initially but become progressively more German biased as the subject develops through the school.

The department is well equipped with [illegible] language rooms.

WERRINGTON

Moorside High School, [illegible] Road, Werrington, Stoke-on-Trent
(Group 10. Age-range 11-18 years. No. on Roll 760)

A well qualified and experienced specialist teacher of Art (Dip. A.D., B.A. or A.T.D.) to share the work of the department at all levels. Examination work and Sixth Form teaching available. A particular interest in two dimensional studies, print making and textiles would be advantageous.

City of Stoke on Trent Sixth Form College, off Victoria Road, Fenton, Stoke-on-Trent

(Group 13. Age-range 16-19 years. No. on Roll 800)

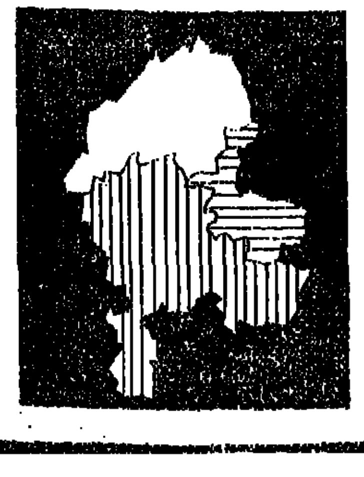
Graduate to teach Physics within a Science Department of 17 staff at this purpose-built Sixth Form College.

The College offers courses at G.C.E. 'A' and 'S' levels in Physics, Nuffield Physics with Maths, and Engineering Science as well as 'O' level Physics. The person appointed would also be responsible for the pastoral care of about 16 Science students. Willingness to help with extra curricular activities would be an added recommendation.

CLOSING DATE FOR ALL ABOVE APPOINTMENTS: 26th SEPTEMBER, 1975.

The Northern Area of Staffordshire is a geographically varied region centred on the City of Stoke-on-Trent and embracing an adjacent rural area of great beauty which ranges from the Peak District National Park in the east to equally pleasant rural surroundings in the west.

Forms of application for these appointments and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the School on or before specified closing date.



SECONDARY
Technical Studies continued

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ROTHERAM HIGH SCHOOL
Rotheram Avenue, Luton LU1 5PP
Headmaster: Mr M. T. Doggart, M.A.

Required for January, 1976, or earlier for BOYS' CRAFT SUBJECTS and to be in charge of Woodwork. Scale 2 for experienced applicant.

The school is a mixed comprehensive of 1,000 pupils aged 11 to 18. Excellent facilities and experienced staff. Well established courses to C.S.E. and G.C.E. "O" level. First appointments considered.

The Authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.

Application forms obtainable from the Headmaster. Closing date 22nd September, 1975.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon, Middlesex UB10 0EX
(867 on roll—boys—80 in Sixth Form)
Head Teacher I. D. Evans, B.A.
Required for January, 1976, MASTER for TECHNICAL DRAWING in a well equipped and progressive Technical Studies Department. An interest in Design and Technology would be an advantage. Scale 2 post for suitable applicant but applications considered from teachers seeking first appointments.

Apply by letter to the Headmaster giving names of two referees.

London Allowance payable.

75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

ASHFORD DIVISION

TENTERDEN, HOMEWOOD SCHOOL
(Boys and Girls) (Roll 920)
MASTER, DESIGN TECHNOLOGY (Metalwork). Versatile teacher able to teach Design Technology up to "A" level and to assume responsibility for workshops. Scale 2 post.

Applications to Headmaster at the school.

SUFFOLK
COUNTY COUNCIL
SUDBURY UPPER SCHOOL
(Mixed comprehensive 13-18: 900 pupils, 200 in the Sixth)

Required January, 1976, or earlier, TEACHER of MOTOR MECHANICS and/or METALWORK in this school which opened in new buildings in 1972 with excellent workshop facilities. Scale 2 post available for suitable applicant.

Further details and application forms obtainable (stamped foolscap envelope, please) from the Headmaster, to whom completed forms should be returned as soon as possible.

SUFFOLK
COUNTY COUNCIL
THE DENES HIGH SCHOOL
(Number on roll: 1,200)
Headmaster: Mr. D. A. Bescoby, M.A.

Required in September, or as soon thereafter as possible, a member of staff to teach BOYS' CRAFT, with a particular interest in WOODWORK. The school has modern well equipped workshops, and offers courses for G.C.E. and C.S.E. A Scale 2 post available for a suitably experienced and qualified applicant, but those seeking first teaching appointments will be favourably considered.

Application forms and further details available from the Headmaster, The Denes High School, Lowestoft, to whom they should be returned by 23rd September, 1975.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
ST. STEPHEN-IN-BRANNEL SCHOOL
St. Austell
Co-educational 11-16 Comprehensive School
Number on Roll—600 pupils
Headmaster: G. J. Pearce, B.A.
Required for January, 1976, full-time TEACHER of WOODWORK and TECHNICAL DRAWING with a little work in Art. This post will shortly become entirely concerned with Technical Studies so an ability to help in Metalwork would be an asset.

Apply by letter to the Headmaster, Rectory Road, St. Stephen, St. Austell, Cornwall PL26 7RN, giving details of training, experience and names and addresses of two referees.

DUDLEY
METROPOLITAN BOROUGH
THE PENSNETT SCHOOL
Tiled House Lane, Pensnett, West Midlands, DY5 4LN
(12 to 16 Co-educational Comprehensive: 800 on roll)

Required immediately: MASTER to teach METALWORK. Candidates considered who have H.N.C. or Full Technological Certificates in Mechanical or Production Engineering.

Applications (no forms) to the Headmistress.

DURHAM
COUNTY COUNCIL
[illegible], ST. BEDE'S R.C. COMPREHENSIVE SCHOOL
Developing 10-form entry
1,350 on roll
BOYS' CRAFTS, salary Scale 1. Qualified ASSISTANT required as soon as possible.

Stamped addressed envelope for application form to Area Administrative Officer, Seaside Lane, Easington, Peterlee, County Durham.

Removal expenses, lodging allowance and travelling expenses payable in approved cases.

Canvassing members of the appropriate committee, directly or indirectly, strictly prohibited.

Closing date for receipt of applications, September [illegible], 1975.

DURHAM
COUNTY COUNCIL
TANFIELD SECONDARY SCHOOL
Stanley
Four-form entry, selective
11 to 18 years, 100 in Sixth Form
TECHNICAL SUBJECTS (chiefly Woodwork), salary Scale 1, qualified ASSISTANT required as soon as possible.

Stamped addressed envelope for application form to Area Administrative Officer, Durham Road, Blackhill, Consett, County Durham.

Removal expenses, lodging allowance and travelling expenses payable in approved cases.

Canvassing members of the appropriate committee, directly or indirectly, strictly prohibited.

Closing date for receipt of applications, September 22, 1975.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Barnhill Lane, Hayes, Middlesex UB4 9HD
(984 on roll, mixed; all in Sixth Form)
Head Teacher: L. M. Jefford, B.Sc.
Required for January 1976: TEACHER of TECHNICAL STUDIES including Technical Drawing throughout the school. The department consists of five teachers plus ancillary help. There are four workshops and a technical drawing room.

The successful applicant will be expected to teach the subject throughout the school; there are courses to C.S.E. together with a little "A" level work.

London Allowance payable; 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

Application forms from and returnable to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

DARTFORD DIVISION

DOWNS (MIXED) SECONDARY SCHOOL
Green Street Green Road, Dartford
TEACHER required for January, 1976, for TECHNICAL DRAWING.
Applications to Headmaster.

MEDWAY DIVISION

ROCHESTER, TEMPLE SECONDARY BOYS' SCHOOL
Brompton Farm Road, Strood
(Roll 860)
Required for January, 1976, or earlier if possible:
A TEACHER for the TECHNICAL DEPARTMENT to teach WOODWORK, METALWORK, PLASTICS or TECHNICAL DRAWING or a combination of any of these subjects. Applications from newly qualified teachers of initiative, who are willing to develop new ideas, would be welcomed.

Apply to the Headmaster giving details of qualifications and experience with the names of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
HUCKNALL NATIONAL SECONDARY (AIDED) SCHOOL
Montague Road, Hucknall, Nottingham NG15 7AH
Headmaster, R. E. G. Budden, B.A.
(Mixed: 650; 11 to 16)
BOYS' CRAFTS (Scale 1), to be one of a team of three operating a variety of crafts throughout the school.

Applications (no forms) to the Headmaster with names of two referees, as soon as possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL
Mixed comprehensive 11 to 16
(Number on roll: 700)
Required for January 1976 at this new comprehensive school to be opened in January 1976.

Application form and further details from Area Education Officer, 37 Ferrybridge Road, Castleford.

Other than by Subject Classification

Heads of Department

HEREFORD AND WORCESTER
COUNTY COUNCIL
AYLESTONE SCHOOL
(Formerly the Hereford High School)
Widemarsh Street, Hereford HR4 9RA

Applications are invited to fill the following vacancy for January, 1976, HEAD of NON EXAMINATION STUDIES, salary Scale 3. The two former grammar schools received their first comprehensive intakes in 1973 and will be amalgamated in 1976 to form an eight-form entry 11-16 school.

Application forms available from the Headmaster on receipt of an stamped addressed envelope (foolscap) to whom they should be returned as soon as possible.

MANCHESTER
(City of)
EDUCATION COMMITTEE

NORTH MANCHESTER AREA OF FURTHER EDUCATION

FULL-TIME HEAD OF CENTRE

at

BROOKDALE PARK HIGH SCHOOL AND CENTRE FOR ADULTS AND YOUNG PEOPLE

Lecturer Grade II, £3,[illegible] to £4,493.

Application forms and further particulars to be obtained from and returned to the Area Principal, North Manchester Area for Further Education, Abraham Moss Centre, Crescent Road, Crumpsall, Manchester M8 6UH, by not later than 19th September 1975.

SUFFOLK
COUNTY COUNCIL
BACTON MODERN SCHOOL
Group 6
(Number on roll 300)
Required for January, 1976, TEACHER to be responsible for GIRLS' WELFARE (Scale 3). The successful candidate will rank third in seniority in the school after the Head and Deputy.

Application forms and further details from the Headmaster, Bacton Modern School, Bacton, Stowmarket, Suffolk.

Other Posts on Scale 2 and above

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
SHARPNESS FIELD AND LEISURE CENTRE,
Gloucestershire

Applications are invited from men and women TEACHERS for two new posts as ASSISTANT TEACHERS (Scale 2). Both posts are tenable from 1st January, 1976, and furnished accommodation is offered in return for extraneous duties.

Sharpness Centre caters for parties of 30 Birmingham school children on weekly residential courses (increasing to 54 in January 1976). Activities include Centre development projects, with an increasing emphasis being placed upon the provision of a wide range of leisure pursuits. It is hoped that the staff appointed will be able to support some of the existing activities and to widen the field into other spheres, e.g. Art, Music, Drama, etc.

Further particulars and application forms may be obtained from the Chief Education Officer (Staffing Branch), Education Office, Margaret Street, Birmingham B3 3BU, and returned not later than 19th September 1975.

There is a scheme for assistance with removal expenses.
(V18961)

DEVON
COUNTY COUNCIL
[illegible] TO AN [illegible] COMPREHENSIVE SCHOOL
Plymstock, Plymouth
(Six vacancies)

A new purpose built school to be opened in January, 1976, initially with a four form entry and building up in subsequent years to a maximum of 1,280 pupils and a seven form entry.

Academically, the school will be based on five faculties and, pastorally, on year tutors.

Applications are invited from dedicated, enthusiastic TEACHERS aware of the opportunities in creating this new school and able to cover two or more of the following subjects at first:— English, French, Mathematics, Chemistry, Physics, Biology, History, Geography, R.K., Music, Art, Remedial, Home Economics, Craft, Drama and Physical Education.

The qualities required are loyalty, initiative, drive and a commitment to comprehensive education. Scale 2 posts are available for suitably qualified and experienced teachers and applications are also invited from teachers with Junior or Middle School experience to establish a post-primary transitional year which will be organized on a flexible basis, with opportunities for co-operative teaching, subject integration and individual and small group activities. An imaginative use of adaptable spaces will be required.

Successful candidates will be deeply involved in planning the growth of this 11 to 18 comprehensive school and will be seriously considered for promotion to senior posts as the school develops.

Application forms from Area Education Officer, Civic Centre, Plymouth, returnable to Mr. W. I. Harris, C/o Plymstock Comprehensive School, Church Road, Plymstock, Plymouth within fourteen days of the appearance of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWANLEY SCHOOL
Swanley, Kent BR8 7TE

Established large comprehensive school with a full range intake, mixed. Modern buildings and full facilities. Swanley County Youth Club is opposite the school in adapted premises.

Required as soon as available, Qualified man or woman TEACHER as full-time TEACHER/YOUTH LEADER Scale 2. The post involves managing Swanley County Youth Club, and teaching half-time in the school. The possibility of Scale 3 for an experienced person is under active consideration.

Application is by letter to the Headmaster at the school, giving details and naming referees. Appointment will be made in conjunction with the Kent Youth Service.

LEICESTERSHIRE

SELECTIVE SCHOOLS
SECONDARY 11-16

ELLIS SECONDARY SCHOOL
Corporation Road, Leicester
(Roll 1,000)

HOUSEMASTER. Scale 3. Candidates should be keen and energetic and in sympathy with a liberal and progressive approach.

Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

CITY OF SALFORD
EDUCATION DEPARTMENT
CLARENDON PARK HIGH SCHOOL

[illegible] Way, Salford M6 8[illegible]

(11 to 16 co-educational comprehensive; 1,200 pupils)

Required from 1st January 1976:—

HEAD of MODERN LANGUAGES (Scale 4). French and German to C.S.E. and "O" level. Interest in European Studies could be an advantage.

HEAD of REMEDIAL DEPARTMENT (Scale 4). To expand department into upper school and to lead a team of four or five teachers. Previous applicants will be considered.

LIAISON TEACHER (Scale 3). To create a link between five main contributory schools. Previous applicants will be considered.

TEACHER of RELIGIOUS EDUCATION and COMMUNITY SERVICE (Scale 3). To involve the school in the local community in addition to teaching Religious Education to C.S.E. and "O" level.

Application forms available from the Head Teacher to whom the completed applications should be returned as soon as possible.

Scale 1 Posts

DONCASTER
EDUCATION COMMITTEE
DONCASTER GRAMMAR SCHOOL
Thorne Road, Doncaster
Telephone Doncaster 62376

Applications are invited for the appointment from January, 1976, of a MASTER or MISTRESS of Scale 1 to teach GENERAL FORM SUBJECTS (including MATHS). Most of the teaching would be with the younger age groups but there would be an opportunity for some "O" level C.S.E. work for a suitably qualified applicant.

This co-educational Upper School with 900 pupils on roll and a Sixth Form of about 275 was founded in 1970 by the amalgamation of the former Doncaster Grammar Schools for Girls and Boys and provides courses for pupils from 13 to 18 years of age leading to G.C.E. "O", "A" and "S" levels and C.S.E. examinations.

100 per cent of removal expenses will be paid in appropriate cases.

Application forms are obtainable from the Headmaster, Doncaster Grammar School, Thorne Road, Doncaster DN1 2HY, to whom completed applications should be returned as soon as possible.

EALING
(London Borough)
EDUCATION SERVICE
WALFORD HIGH SCHOOL
Wengarth Road, Northolt, Middlesex
Required as soon as possible:
MASTER to teach BOYS' CRAFTS.

Applications welcomed from those seeking their first appointment. The school is in modern buildings, the facilities are excellent and include a purpose-built project centre in addition to a large workshop. Scale 1 post.

London Allowance £451 per annum.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Forms returnable to Mr. P. L. Yaget, Headmaster. Telephone: 01-845 3791.

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
New Road, Harlington UB3 5BD
(1,049 on roll—mixed—[illegible] in Sixth Form)
Head Teacher—Mr. F. E. D. Blonder
Required for September 1975:
TEACHER to assist with project work and basic design with third to fifth year pupils together with some general subject work.

Teacher offering up to .8 part time would be considered.

Please state subjects offered.

Application forms from and returnable to the Headmaster.

London Allowance payable.

Seventy five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM TECHNICAL HIGH SCHOOL FOR BOYS
Required January, TEACHER (man or woman) of ENGLISH and HISTORY. Mainly for Lower School but some G.C.E. work may be available.

Apply by letter (two referees) to: Headmaster, Chatham Technical High School for Boys, Holcombe, Maidstone Road, Chatham, Kent, ME4 6JB (Phone Medway 45802).

ASHFORD DIVISION

TENTERDEN, HOMEWOOD SCHOOL
(Boys and Girls) (Roll 920)
MASTER or MISTRESS, PHYSICS and MATHEMATICS.
Applications to Headmaster at the school.

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. CHRISTOPHER'S SCHOOL
Church Road, Mitcham CR4 3BE
ASSISTANT TEACHER (Male) for one year in the first instance. Ability to help with GAMES and/or MUSIC. Above scale post available for suitable applicant, plus London Allowance (£351) and Threshold payment. Fringe benefits may be available on request.

Application forms for the above post from Director of Education, Station House, London Road, Morden, Surrey SM4 5DR.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
ALDERMAN DERBYSHIRE COMPREHENSIVE SCHOOL
Hucknall Lane, Bulwell, Nottingham NG6 8AQ
Headmaster, E. R. [illegible]
(Mixed: 1,335; 11 to 16)
For September, or as soon as possible thereafter, MASTER/MISTRESS (Scale 1) to teach GENERAL SUBJECTS in the lower school. Ability to offer some Mathematics an advantage.

Applications (no forms) to the Headmaster, as soon as possible.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for 1st January 1976:
NEWTOWN HIGH SCHOOL
Dolfor Road, Newtown
(Tel 26304)
Ref: 137/O/E. ASSISTANT MASTER/MISTRESS to teach ENGLISH and MUSIC. (Scale 1).

Application forms obtainable from the Headmaster (stamped addressed envelope) to whom completed forms should be returned by 19th September 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

TAMESIDE
METROPOLITAN BOROUGH
FAIRFIELD HIGH SCHOOL [illegible] COUNTY SECONDARY SCHOOL
Droylsden, Manchester M35 7[illegible]
(Number on Roll 700 girls)

HEAD OF MUSIC
Scale 3

An experienced woman TEACHER of MUSIC is required as soon as possible to take charge of the subject and develop musical activities throughout the school. Woodwind and Brass tuition is taking place and a wind band is being established. It is expected that the successful candidate will develop this aspect of music teaching as well as other aspects.

ASSISTANT TEACHERS
Scale 1

(1) [illegible] or [illegible] STUDIES. This particular post could be [illegible] for working [illegible]
(2) MATHEMATICS
(3) MUSIC
(4) [illegible] METALWORK

Candidates should state what other subjects and areas of interest they can offer.

The roll of the school is increasing and new courses are being planned. G.C.E. and C.S.E. examination courses are well established. The school is situated in the village of [illegible] with good playing fields and newly built fifth year unit. Secondary reorganisation is planned for 1976 subject to approval, when the school will become comprehensive (age range 11 to 16 years).

Application forms and further information from the Headmaster. Please send stamped addressed envelope for reply. Ref. [illegible]

Junior (Sixth Form) Colleges

Headships

CHESHIRE
HALTON DISTRICT
WIDNES JUNIOR COLLEGE
Cronton Lane, Widnes
PRINCIPAL (Group 10)
Please see advertisement under Secondary Headships

Special Education

Headships

AVON COUNTY
ELMFIELD DAY SPECIAL SCHOOL FOR THE DEAF
Passage Road, Westbury-on-Trym, Bristol BS9 3HN
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 5(S).
Special school for profoundly hearing impaired children. New purpose built accommodation ready early 1976.

Stamped addressed envelope for further information and application form returnable from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol BS99 7EB.

ESSEX
WEST ESSEX AREA
(Re-advertisement)
HARLOW, THE COMMONSIDE SCHOOL
Commonside Road, Harlow CM18 7EZ
(Roll 93) Group 5S
HEADMASTER/HEADMISTRESS for this Special School for E.S.N. boys and girls (Secondary Age), from the beginning of the Spring Term 1976, if possible.

Previous applicants need not re-apply as their application will be re-considered. Generous scheme of grants for removal, lodging and disturbance expenses.

Closing date: 18th September, 1975.

Application form and further details of the post may be obtained from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford.

SOUTH YORKSHIRE
THE SOUTH YORKSHIRE SOCIETY FOR AUTISTIC CHILDREN
Require a HEADTEACHER for their new unit to open early 1976.

Further details and application form (stamped addressed envelope please) to be returned by 21st September, 1975 from Mrs M. E. Mann, Area Secretary, "Quarry Hills", 23A Cliff Rd., Darfield, Barnsley, South Yorkshire S73 9HR.

STAFFORDSHIRE
EDUCATION COMMITTEE
STALLINGTON HOSPITAL E.S.N. (S) SPECIAL SCHOOL
Blythe Bridge, Stoke-on-Trent
Required for January 1976, HEAD TEACHER, Group 5

Applications are invited from TEACHERS well qualified and experienced in the field of special education for the post of Head Teacher at this school, situated at the State hospital for severely subnormal patients. There are 60 children on roll and a new school building is shortly to be erected.

Application forms obtainable from and returnable to the Chief Education Officer (Staffing), Tipping Street, Stafford. (Stamped addressed envelope.)

Deputy Headships Senior Masters/Mistresses

AVON COUNTY
CROWCOMBE HALL SCHOOL
(Group 4S)
Crowcombe Oak, near Minehead, Somerset TA24 6QT

Required for January, DEPUTY HEAD at this residential co-educational school for 60 delicate and mildly disturbed children of primary school age.

Please write to the Headmaster for further details, application form or arrangements to visit.

(Previous applications will be considered.)

BERKSHIRE
EDUCATION COMMITTEE
Windsor/Maidenhead District
Readvertisement
CLAIRFIELD COURT HOSPITAL SCHOOL
Maidenhead
DEPUTY HEAD required in January 1976, for this Group 3 (S) (pre Houghton) Hospital School for about 45 severely subnormal and multiple handicapped pupils from 3-16 years. Salary Scale £3,360-£4,713. London area fringe allowance £[illegible] per annum.

Forms and further details from District Education Officer, British School, Victoria Street, Windsor, Berks, SL4 1EP (stamped addressed envelope).

Closing date 22 September, 1975.

DEVON
WITHYCOMBE HOUSE SCHOOL, Exmouth, E.S.N. (M)
Withycombe Raleigh, Exmouth

Required for January, 1976 or earlier if possible DEPUTY HEAD for this Group 4 (S) DAY/RESIDENTIAL SCHOOL which is situated in its own grounds of some 7 acres on the outskirts of an attractive seaside town on the South Devon coast. There are 40 boarders aged 8 to 16 years and 2[illegible] day children aged 8 to 16 years (including some boys aged 8 to [illegible] years) on roll. An extraneous duties allowance of £720 per annum payable. Furnished accommodation is available.

Candidates should preferably have wide experience of working with E.S.N. (M) pupils and have enthusiasm and the ability to offer a positive contribution to a developing curriculum with knowledge of current ideas and methods. Possession of a suitable specialist qualification is desirable.

The successful applicant will be expected to play a major role in the school organisation.

Intending applicants may arrange to visit the school by contacting the Headmistress, telephone Exmouth 3480.

Application forms and further details (stamped addressed envelope please) are obtainable from the Area Education Officer, East Devon Area Office, "Morwenstow", 7 Barnfield Crescent, Exeter, EX1 1RU, returnable by 22nd September, 1975.

EAST SUSSEX
COUNTY COUNCIL
(Brighton Area)
UPLANDS DAY E.S.N. (M.) SCHOOL
12 to 16 year olds—Mixed—Group 6S

DEPUTY HEADTEACHER required for this new school opening in January, 1976. It is anticipated that the school will commence with an initial intake of approximately 100 children, admitted on a phased basis during January, but the number on roll will ultimately reach 140.

Assistance with removal expenses available.

Further details and application forms available from the Area Education Officer, Royal York Buildings, Old Steine, Brighton, BN1 1NP. Closing date for applications 12th September, 1975.

TES

Fit The TES on your schedule

The Times Educational Supplement can help sell your product.
Over 600,000* people read The TES every week and you can reach them cheaply too.
Call our Advertisement department.
01-837 1234

THE TIMES
Educational Supplement

*NOP Readership survey 1971.

Metropolitan Borough of

Stockport

EDUCATION DIVISION

Secondary

Required as soon as possible

Bramhall High School, Seal Road, Bramhall

HEAD OF ENGLISH FACULTY

Scale 4 (Ref. No. 47/TES)

Applications are invited from experienced graduates with the ability to lead a team of 14 teachers in the teaching of English and Drama across the whole age and ability range 'O' level, 'A' level and C.S.E. courses being well established.

The faculty is organized on a clearly structured, firmly developmental thematic basis and is housed in modern specialist rooms with a Drama Workshop, a Resources Centre and excellent library facilities.

TEACHER OF DRAMA

Scale 3 (Ref. No. 49/TES)

Required a person experienced in the professional theatre with recognised teaching qualification and offering evidence of competence in both spheres, to be responsible for Drama in this large modern comprehensive school. Excellent stage and lighting facilities with a Drama Workshop.

Bramhall is a pleasant residential area six miles from Manchester and three miles south east of Stockport. The foothills of Derbyshire are some ten miles to the east, across open, rising Cheshire countryside.

TEACHER OF ENGLISH and FRENCH

Required as soon as possible:

Stockport School, Mile End Lane, Stockport

Scale 1 (Ref. No. 48/TES)

Full-time temporary teacher for one year. A willingness to teach some Religious Education would be an advantage.

Application forms from the Director of Education, Town Hall, Stockport (quoting the reference number) and return to the Headteacher of the school concerned immediately.

THE CITY OF

Birmingham

EDUCATION DEPARTMENT

BOLDMERE SCHOOL,
St. Michael's Road, Sutton Coldfield B73 5SY

Group 10. 700 pupils, 12-18 years. The first Sixth Form was established in September, 1974. The school will receive its first comprehensive intake in September this year.

Required for January, 1976, Head of Upper School, Senior Teacher Scale. Applicants should have good academic ability and proven teaching experience for this post which involves responsibility for the welfare, pastoral care and discipline of the 4th, 5th and 6th years. The person appointed will take full part in policy making and although not essential, it would be helpful if Maths could be offered at least to 'O' level.

Further particulars may be obtained from the Headmaster, Mr. K. Dunn, B.A., and application with two referees should be sent to the school by Friday, 26th September, 1975.

There is a scheme for assistance with removal expenses.

BISHOP WALSH R.C. SCHOOL,
Wylde Green Road, Sutton Coldfield, West Midlands B76 8QT
(610 boys and girls—110 in Sixth Form)

Applications are invited for suitably qualified and experienced Roman Catholic teachers for the post of DEPUTY HEAD TEACHER of this Group 10 School, offering courses to C.S.E. 'O', 'A' and 'S' levels for pupils aged 12-18.

The post carries responsibilities in the Administrative and Curriculum areas and candidates should state their teaching subject.

It is hoped to make an appointment for January, 1976.

Application forms and further particulars from the Clerk to the Governors at the School. Completed forms should be returned to him by 22nd September, 1975.

There is a scheme for assistance with removal expenses.

ST. EDMUND CAMPION R.C. COMPREHENSIVE SCHOOL,
Sutton Road, Erdington, B23 5XA

Required for January, 1976, for this newly-established 11-18 School (Group 11). HEAD of MIDDLE SCHOOL (Senior Teacher Grade).

Well qualified and experienced Catholic teacher who will display enthusiasm, energy and initiative in the organisation and development of the Middle School, which caters for pupils in the Third, Fourth and Fifth Years. Responsibilities will include pupils' welfare and discipline and curriculum development over a wide range of courses.

Further details and application forms from the Correspondent Governor, care of St. Edmund Campion School, Sutton Road, Erdington, Birmingham B23 5XA, to whom completed forms should be returned by 22nd September, 1975.

There is a scheme for assistance with removal expenses.

(V18964)

Mid Glamorgan

COUNTY COUNCIL

TEACHING STAFF

OGWR DISTRICT

PRIMARY SCHOOL

ST. MARY'S R.C., Bridgend

Woman qualified teacher, junior trained. Ability to play the piano an advantage. Scale 1.

Application forms, to be returned by 17th September, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Sunnyside, Bridgend.

TAFF ELY DISTRICT

COMPREHENSIVE SCHOOL

BRYN CELYNNOG, Beddau, Nr. Pontypridd

HEAD OF PHYSICAL EDUCATION DEPARTMENT. Experienced teacher qualified to teach PHYSICAL EDUCATION required to organize Physical Education throughout the school. Excellent facilities including heated swimming pool, sports hall, athletics track, etc. Scale 3 post.

Application forms, to be returned by 17th September, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Tyfica Road, Pontypridd.

YSGOL GYFUN RHYDFELEN, Nr. Pontypridd

1. Teacher qualified to teach any combination of the following subjects: WOODWORK, METALWORK, TECHNICAL DRAWING.

2. Teacher qualified to teach HISTORY throughout the school up to "A" level.

The above posts are Scale 2 for experienced teachers but applications will be considered from new entrants for Scale 1.

The above subjects are taught through the medium of Welsh and applicants must be able to speak Welsh fluently and write it correctly.

Application forms, to be returned by 17th September, 1975, obtainable on receipt of a stamped addressed envelope, from the Director of Education, Education Department, County Hall, Cathays Park, Cardiff.

J. L. BRACE,
Director of Education

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated: (a) Duties to commence January, 1976; (b) Application forms and details (stamped addressed envelope) from the Heads at the school; (c) Closing date 22nd September, 1975. Please quote reference 5/9 on correspondence.

Secondary Headship

St. Dunstan's, Glastonbury

HEAD for this 11-16 mixed comprehensive, 580 on roll. Appointment to commence Summer Term 1976. Salary Group 10—£7,455-£8,079.

Application forms and further details (stamped addressed envelope), Staff (T) Section, Education Department, County Hall, Taunton, TA1 4DY.

Secondary

Sydenham Comprehensive, Bridgwater (11-16 mixed—1,000)

RELIGIOUS EDUCATION, Scale 2. To teach Religious Education throughout the school. Good department already exists, work up to C.S.E. level at present. R.E. forms part of large Humanities Department, and ample opportunities will be given to expand and develop the subject. Applicants should be committed Christians.

Applications direct to the Head, at the school, with curriculum vitae. Details with acknowledgement. STAFF(T)/ERW/SMW 21 August, 1975.

Blake Comprehensive, Bridgwater (11-16 mixed—750) (Tel. 0278-56243)

I. **HEAD OF REMEDIAL DEPARTMENT**, Scale 2 or 3, due to promotion. Teaching would be concentrated on the lower part of the school and involve both small remedial classes and the withdrawal of individual pupils.

II. **HEAD OF MATHEMATICS**, Scale 3. The subject is a strong one in the schools and the present approach embraces both S.M.P. and traditional maths, and further experimental work is based on firm foundations. It is hoped that candidates would be interested in constructive liaison with contributory Primary Schools.

Applications returnable as soon as possible.

Special Schools

Avalon School, Street (125 ESN(M) and 35 ESN(S) children)

Assistant, Scale 3S, in the Senior Area of the ESN (M) Department. This senior appointment will involve work in Basic Subjects with a group of senior children and the development of a school leavers programme for senior boys. It is expected that the successful applicant will have completed a course of advanced study in Special Education.

Penrose School, Bridgwater (50)

Assistant to work with a group of Nursery/Infant ESN (S) Children. Scale 2 available for sufficiently qualified and experienced candidate.

Primary Headships

Old Cleeve V.C. First, Nr. Watchet (Group 3)

HEAD for this attractively re-modelled school in spacious premises with playgroup attached. Previous applicants need not re-apply.

Porlock V.A. First, Nr. Minehead (Group 2)

HEAD, Applicants will need to be communicant members of the Church of England.

Wellesley Park County Primary, Wellington (Group 4)

HEAD of new school opening in September, 1976. Duties to commence April, 1976.

Application forms and details (stamped addressed envelope) from Staff (T) Section, Education Department, County Hall, Taunton, TA1 4DY.

Primary Deputy Headship

Bower County Junior, Bridgwater (Group 5)

DEPUTY HEAD.

Primary

Cannington V.C. Primary, Nr. Bridgwater (269)

Enthusiastic Master to take Upper Juniors Football, P.E. and Games, Camping, Swimming, Gymnastics (B.A.G.A.) essential, Playing field/Pool on site. Scale 2 for suitable candidate.

Hindhayes County Infants, Street (242)

Teacher for Top Infants. Responsibility for Music. Scale 2.

Hulsh County Primary, Yeovil (441)

Master for Juniors to take responsibility for Mathematics and Science. Scale 2 for suitable candidate.

Martock V.A. Primary, Martock (320)

Master for 3rd year Juniors. General subjects plus Environmental Studies and Science and either P.E. and Games or Arts/Craft. Scale 2 for suitable candidate. New semi-open plan school.

Holway County Primary, Taunton (275)

Master, Scale 1, for Junior Department. Preferably with an interest in Music. SOCIAL PRIORITY ALLOWANCE.

West Huntspill County Primary, Nr. Highbridge (162)

Assistant for Infants (Reception class). Scale 2 for suitable applicant.

St. Benedict's R.C. V.A. Primary, Midsomer Norton (130)

Assistant, Scale 1, for Lower Juniors of this new school. R.C. preferred. Ability to take Boys' Games and Art/Craft work.

NORFOLK

COUNTY COUNCIL

Education Department

The Education Service in Norfolk is administered through five Area Offices.

Applications are invited for posts in these areas as set out below.

Unless otherwise stated, all appointments are for January 1976 and application forms and further details (where applicable) are obtained by sending a stamped, addressed foolscap envelope to the Head of the School concerned, to whom completed forms should be returned as soon as possible.

CENTRAL AREA

COSTESSEY SECONDARY SCHOOL, (Roll 830)
Richmond Road, Costessey, Near Norwich.
Headteacher: Mr G. S. Blyth.
Scale 1 Post—ENGLISH.
From 1st November, 1975.

WYMONDHAM SCHOOL, (Roll 1,800 Mixed)
Wymondham, Norwich, NR18 0NT.
Headteacher: Mr. J. Sims, B.Sc.
Scale 1 post—Assistant Teacher for MATHEMATICS.
Required for October, 1975.

SOUTHERN AREA

LONG STRATTON SECONDARY SCHOOL,
(No. on Roll: 450)
Long Stratton, NR15 2XR.
Headteacher: Mr. R. Davy.
Required, Teacher of Housecraft to teach throughout the School. Well-equipped Housecraft Room and Flat; Courses to C.S.E. and G.C.E. 'O' Level) well established. Scale 2 post for experienced teacher

THE STANIFORTH SCHOOL, (No. on Roll 830)
Staniforth Road, Thetford.
Headteacher: Mr. D. W. Briggs, M.A., J.P.
Required, Teacher of Science (preferably offering Chemistry). Scale 2 post for suitable applicant.

WATTON COUNTY SECONDARY SCHOOL,
(No. on Roll 650)
Merton Road, Watton, Thetford.
Headteacher: Mr. J. W. Voller.
Teacher or Instructor for Commercial subjects up to R.S.A. Grades 1 and 2 standard.

DISS GRAMMAR SCHOOL, (No. on Roll 450)
Diss, IP24 3BH.
Headteacher: Mr. A. Norfolk.
Scale 1 Assistant Teacher for Technical Studies and Design with some practical craft work.

ATTLEBOROUGH SECONDARY SCHOOL (No. on Roll [illegible])
Norwich Road, Attleborough.
Headteacher: Mr J. Blagg.
Scale 3 (pre-Houghton) Assistant Teacher to teach Geography and organise the subject within the Social Studies Department to C.S.E. and G.C.E. 'O' Level.

EASTERN AREA

CLAYDON SECONDARY SCHOOL (No. on Roll 540)
Headteacher: Mr. D. B. Jones, Beccles Road, Gorleston, Gt. Yarmouth, NR31 8AJ.
Scale 3 (Houghton)—Head of Science and Mathematics Faculty Area. Successful applicant would be expected to have general oversight of both subject areas but would have special responsibility for the Science Dept, including public examination work.

SPECIAL EDUCATION

Deputy Headships continued

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

THE ENDEAVOUR DAY SPECIAL E.S.N.(M) SCHOOL
(Roll 100)
Hogarth Avenue, Brentwood, Essex
Tel. Brentwood 217330

DEPUTY HEAD. Required 1st January, 1976 at this purpose-built day special all-age E.S.N.(M) School, opened in 1970. Responsibilities include organisation of school leavers' programme, general timetabling, organisation of school trips, camps and sports fixtures. Fully equipped woodwork and craft room available and interest in this work an advantage.

Vacancy due to promotion.

Candidates are welcome to visit the school or telephone the Headmaster, Mr. G. Higgs, for further information and application forms. Closing date: 3rd October, 1975.

KIRKLEES
METROPOLITAN COUNCIL
COMBS HILL RESIDENTIAL SPECIAL SCHOOL
(Residential—Maladjusted Girls)
Hall Lane, Thornhill, Dewsbury WF12 0QL

Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIP of this Group 3(S) residential Special School for January, 1976. The school caters for maladjusted girls aged 9 to 16 years. A three bedroom flat is available for a married couple, or one bedroom flat for a single person.

Also required for January, teacher, Scale 1, to take a small remedial class of nine to 11 year old girls each morning, and small groups of girls during the afternoon. Pottery/Music/Needlework. Please state subjects offered.

Application forms and further particulars obtainable from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW. Closing date for completed applications, September 19, 1975.

NORTHUMBERLAND
COUNTY COUNCIL
TWEEDMOUTH GROVE SPECIAL SCHOOL

Required as soon as possible, DEPUTY HEADTEACHER for this School which is Group 3(S). The person appointed will be expected to take charge of the reception class.

Application forms returnable as soon as possible, obtainable by forwarding a foolscap stamped addressed envelope to the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3HZ.

OXFORDSHIRE
COUNTY COUNCIL
BOROCOURT HOSPITAL SCHOOL
Wyfold, Reading, RG4 9JD

DEPUTY HEAD. Group 7 (S). Required for January, 1976, enthusiastic and experienced teacher for the post of Deputy Head of this school which caters for approximately 140 day and resident boys and girls aged between 5-plus and 17-plus years, comprising 108 E.S.N.(S) children, 24 E.S.N. (M & S) visually handicapped children, some with auditory and other handicaps, and 12 children who are psychiatrically disturbed and functioning at E.S.N.(M) level. No residential or extraneous duties involved. The present holder of this post has been appointed to a headship.

The school is set in hospital grounds in beautiful countryside on the edge of the Chiltern Hills approximately seven miles from Reading and five miles from Henley.

A generous scheme of removal expenses and separation allowances is in operation for approved cases.

Further details and application forms available from the Headmaster at the above address, to whom applications should be sent as soon as possible. Stamped addressed envelope please.

Heads of Department

OXFORDSHIRE
COUNTY COUNCIL
BOROCOURT HOSPITAL SCHOOL
Wyfold, Reading, RG4 9JD

HEAD OF DEPARTMENT, Scale 3(S). Required for 1st January, 1976. An experienced and enthusiastic teacher to take charge of a department containing five classes with approximately 45 day and resident children who, with the exception of a few (M) are E.S.N.(S) pupils and mainly aged between 12 and 16 years.

The school is set in hospital grounds in beautiful countryside on the edge of the Chiltern Hills approximately seven miles from Reading and five miles from Henley.

A generous scheme of removal expenses and separation allowances is in operation for approved cases.

Further details and application forms available from the Headmaster at the above address, to whom applications should be sent as soon as possible. Stamped addressed envelope please.

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reades Lane, Sonning Common
Required for January 1976:

An experienced TEACHER of E.S.N. (M) and slow learning children for this important new provision at this school. The Head of Unit will be expected to work mainly with children who are E.S.N.(M) or have severe learning problems, he/she will also be responsible for the organisation of individual remedial programmes throughout the school.

Application by letter, giving curriculum vitae plus two educational references, should be sent to the Headmaster at the above address by 20th September, 1975. Stamped addressed envelope please.

Other Posts on Scale 2 and above

BERKSHIRE
WOKINGHAM DISTRICT
ADDINGTON SCHOOL
E.S.N.(M) AND E.S.N.(S)
GROUP 8(S) (W.S.H. 1248)
Loddon Bridge Road, Woodley, Reading.

Required for January: An experienced and well-qualified TEACHER (male or female) to work in new E.S.N.(S) 70 place unit as part of established E.S.N.(M) school. The successful candidate would be a team leader mainly responsible for infant aged children and would have opportunity to play an important role in the establishment and development of a new purpose built unit. Scale 2 post for suitable candidate. Closing date September 19.

Further details and application forms from Headmaster.

BERKSHIRE
WOKINGHAM DISTRICT
ADDINGTON SCHOOL
E.S.N.(M) AND E.S.N.(S)
GROUP 8(S) (W.S.H.1235)
Loddon Bridge Road, Woodley, Reading.

Required for January: Experienced and well-qualified TEACHER (male or female) to work in new E.S.N.(S) 70 place unit as part of established E.S.N.(M) school. The successful applicant would be a team leader mainly responsible for junior age children and would have opportunity to play an important role in the establishment and development of a new purpose built unit. Scale 2 post available for suitable candidate. Closing date September 19, 1975.

Further details and application forms from Headmaster.

BERKSHIRE
WOKINGHAM DISTRICT
ADDINGTON SCHOOL
E.S.N.(M.) and E.S.N.(S.)
Group 8(S)
(WSH1228)
Loddon Bridge Road, Woodley, Reading

Required for January, TEACHER (male) able to offer BOYS' CRAFT and/or strong interest in extra-mural activities and outdoor pursuits. The post will involve work with both (E.S.N.(S.) and E.S.N.(M.) children. Scale 3 post available for suitable candidate. Closing date, September 19, 1975.

Further details and application forms available from the Headmaster.

CAMBRIDGESHIRE
Children with Specific Reading Difficulties
PERIPATETIC REMEDIAL TEACHER (Scale 3)

This newly created post involves the teacher in the development of the provision for children diagnosed as experiencing specific reading difficulties.

The successful applicant's main contribution will be the organisation and participation in courses for the training of class teachers to deal with this particular learning difficulty.

There is a possibility of housing in appropriate cases and the Authority will assist with removal expenses.

Further details and an application form are available from the Senior Area Education Officer, 41 Priestgate, Peterborough, PE1 1JU (stamped addressed envelope) to whom they should be returned as soon as possible.

BOLTON METROPOLITAN BOROUGH

THOMASSON MEMORIAL SCHOOL FOR THE DEAF AND PARTIALLY HEARING

SECOND MASTER

(GROUP 7 (S))

This newly established post will include teaching senior children and administrative duties to be shared with the existing Deputy Head.

The school is developing schemes for integrating its pupils into the Local Community, especially by collaboration with a number of neighbouring schools and colleges, and enthusiasm for this work is an essential qualification. It is anticipated that the person appointed will be a trained teacher of the deaf, but this should not deter other committed teachers from applying since provision could be made available for them to obtain the additional compulsory qualification.

Application forms are obtainable from the **Director of Education, Education Offices, Victoria House, Civic Centre, Bolton BL1 1JW**, to whom they should be returned by **September 19th, 1975.**

COVENTRY (City of)
WAINBODY WOOD SCHOOL FOR MALADJUSTED CHILDREN
Stoneleigh Road

Required from autumn half-term, if possible, ASSISTANT TEACHER to take HOME ECONOMICS with senior children, Scale 2(S) or ASSISTANT TEACHER to take GENERAL SUBJECTS with junior children, Scale 1. Burnham Scales for Special Schools.

Application forms and further particulars from Director of Education, Council Offices, Coventry CV1 5RS (telephone 0203 25555, ext. 2446), to be returned by September 18, 1975.

DEVON
HILLSIDE SCHOOL FOR BOYS
Bodmin Road, Whitleigh, Plymouth
(Modern Purpose Built E.S.N.(M) School. Boys 10 to 16 Years

PE SPECIALIST to teach ESN boys in a fully equipped gymnasium. Playing fields and swimming facilities available. Ability to assist with basic subjects is an advantage and advice and in service training for this work is available at the school. Salary: Scale 2(S). Telephone enquiries at Plymouth 773875 welcomed.

Application forms (stamped addressed envelope) from Headmaster; returnable to him within 14 days.

EAST SUSSEX
COUNTY COUNCIL
(Brighton Area)
MOULSECOOMB MIDDLE SCHOOL
Hillside, Moulsecoomb, Brighton

Required January, 1976, or earlier if possible: SENIOR ASSISTANT TEACHER to be in charge of the special unit classes for educationally handicapped children within this middle school. Applications will be considered from suitably qualified and experienced men teachers. Scale 3 post available. An allowance of £201 per annum is payable as this school is in a Social Priority Area.

Generous scheme of relocation grants available in approved cases.

Application forms obtainable from the undersigned for return as soon as possible.

J. L. Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP.

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

THE DACRE DAY E.S.N.(M) SCHOOL
Erriff Drive, South Ockendon
Essex, RM15 5AY
Telephone: South Ockendon 2006
(Roll 92)

MASTER for small class. Scale 2S for Master willing and able to organise games throughout the school.

London fringe allowance of £141 per annum is payable.

Applicants are welcome to visit the school to discuss the post with the Headmistress.

Application forms and further particulars may be obtained from the Head of the School concerned, unless otherwise stated, to whom completed application forms should be returned.

HAMPSHIRE
BUCKLAND SCHOOL
Lymington

Applications are invited from suitably qualified and experienced TEACHERS for the post of non-resident ASSISTANT TEACHER at the authority's first purpose-built Residential School for maladjusted boys aged 10 to 16 years. The school, which opened in March 1975 with a small intake, will eventually cater for the emotional, social and educational needs of 40 residents and 10 day pupils. This post calls for a teacher of General Subjects with successful teaching experience in the Primary/Secondary field, who is able to offer one of the following specialist subjects: Remedial Education; Light Crafts including pottery; Music and Drama, Outdoor Activities, Home Economics.

Scale 2 (S) post is available for a suitably experienced applicant, plus extraneous duty allowance. Assistance with removal expenses in approved cases.

Application forms and further particulars available from the Headmaster, Buckland School, Southampton Road, Lymington, SO4 9JY. For informal discussions regarding this post ring Lymington 77133.

HILLINGDON
(London Borough of)
BOURNE SCHOOL
Southbourne Gardens, Ruislip, Middlesex HA4 9TB
(841 on roll—mixed—66 in Sixth Form)
Head Teacher J. L. Stibbs, M.A.

Required for January, 1976, TEACHER to be responsible for the co-ordination of the education of physically handicapped pupils. Scale 3, plus special school allowance.

Applications are invited from teachers with good teaching experience with physically handicapped pupils preferably at the secondary level.

The ability to offer an academic subject to G.C.E. "A" level would be an advantage.

Application forms are available from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex.

London Allowance payable.

75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

HILLINGDON
(London Borough of)
MEADOW SCHOOL
Royal Lane, Hillingdon, Middlesex UB8 3QU
Head Teacher K. H. Everett

Required for September, 1975, a TEACHER in charge of the INDUSTRIAL TRAINING UNIT.

This unit, which will serve all special schools in the Borough, will be part of, but detached from, Meadow School, Hillingdon. Candidates should be qualified teachers with industrial experience. A Scale 3 post is available for a suitably qualified applicant.

Further details can be obtained from the Headmaster of Meadow School. Telephone West Drayton 43310.

London Allowance payable.

75 per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION

CHATHAM
SPECIAL TUITION GROUP
74 White Road

TEACHER required from September owing to the extension of this special unit. Scale 2 post available.

Please apply to the Teacher-in-charge, giving two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SERVICE FOR HEARING IMPAIRED CHILDREN

Experienced TEACHER of the DEAF required in January 1976 to work with an established team of six other peripatetic teachers.

The person appointed will work within the north west area of the city district and adjacent county area. He/she will be in regular contact with all other members of the team and his/her responsibilities will relate to the needs of children of all ages.

Salary: Burnham Scale 3 (new) together with travelling and subsistence allowance.

Apply immediately to Director of Education (reference Ech.13), County Hall, West Bridgford, Nottingham, NG2 7QP.

SUTTON
(London Borough of)
EDUCATION DEPARTMENT

Applications are invited for the post of Borough PERIPATETIC REMEDIAL TEACHER (Scale 2). It is essential that the applicant should possess good remedial experience preferably with children of primary age, although some secondary experience would be helpful. Close liaison with the schools, parents and the School Psychological Service is also required. (Post available immediately).

Application forms obtainable from, and to be returned to, the Director of Education, The Grove, Carshalton, Surrey SM5 3AL by 24 September, 1975.

TAMESIDE
METROPOLITAN BOROUGH
ASHTON-UNDER-LYNE HOSPITAL SCHOOL
Darnton Road, Ashton
ASSISTANT TEACHER

Required for this Group 5 (S) School to be responsible for a small group of maladjusted adolescents.

Applicants should have suitable experience in teaching general subjects and also hold a Diploma in the teaching of maladjusted children or an equivalent qualification. Salary Scale 2 (S).

Interested applicants should contact the Headmistress, Mrs. G. Scott, at the School (061-330 4321) to arrange a visit.

Application forms are obtainable at the School and should be returned to the Assistant Director (Special and Personal Services), Tameside Metropolitan Borough, Education Department, Town Lane, Dukinfield, Cheshire SK16 4BY. (Ref. 10363/TES.

Scale 1 Posts

BERKSHIRE
WOKINGHAM DISTRICT
ADDINGTON SCHOOL
E.S.N.(M) AND E.S.N.(S)
GROUP 8 (S) (WSH 1266)
Loddon Bridge Road, Woodley, Reading.

Required for January: TWO TEACHERS to work in new E.S.N.(S) 70 place unit as part of established E.S.N.(M) school. Successful applicants will work as part of a team in the areas best suited to their qualifications, experience and interest in either Nursery, Infant or Junior areas. There may be an opportunity for applicant to work in the Special Care areas. Closing date September 19.

Further details and application forms from Headmaster.

CITY OF BIRMINGHAM
EDUCATION COMMITTEE
CHILDREN'S HOSPITAL SCHOOL
Ladywood Middleway, Birmingham B16 8ET

Qualified MAN TEACHER required to complete team responsible for individual education programmes for children mainly between 8 and 14 years. Main subject Maths, plus choice of creative and/or practical subjects. Interest in use of audio-visual equipment an advantage.

Please write or telephone Headmistress (021-454 4851 Ext. 320) for further details, arrangements to visit and application forms.

There is a scheme for assistance with removal expenses.

LANGLEY DAY SPECIAL SCHOOL
Lindridge Road, Sutton Coldfield B75 7HU

Second MISTRESS required at this school for slow learning children (Group 7). Good experience and specialist qualifications essential. Details, etc. from the Headmaster.

There is a scheme for assistance with removal expenses.

(V18968)

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
STANSFIELD VIEW HOSPITAL SCHOOL
E.S.N.(S)
Todmorden

A vacancy occurs for a qualified TEACHER, preferably with some experience of mentally handicapped children, for this school which caters for both hospital and day pupils. An interest in language development would be an advantage. Also the ability to drive the school mini-bus. Scale 1 plus special schools allowance. Application forms obtainable from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1EB, and returnable to the Head Teacher as soon as possible.

CAMBRIDGESHIRE
THE MANOR E.S.N. (M) SCHOOL
Wilburton
RESIDENT TEACHER

Required from January, 1976. Women applicants should have experience with either Infants or Juniors and men who apply must be Junior trained. It is desirable, but not necessary, to be able to teach Art and Craft or Music. The school caters for 80 E.S.N. (M) boys and girls between 8-12 years of age, 50 of whom are boarders.

Salary, Burnham Scale 1(S) or 2(S) according to qualifications and experience plus a payment of £720 per annum for a maximum of 15 hours extraneous duties per week.

Single furnished accommodation will be available in the boarding house during term time for which a B and L charge of £207 per annum will be made with appropriate reimbursement for absence during holiday periods.

Further details and application forms from the Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (stamped addressed envelope please) to whom they should be returned as soon as possible.

CITY OF COVENTRY

THREE SPIRES SCHOOL

Group 8 (S)

Headteacher

The Headteacher of this well established school for E.S.N.(M) pupils will retire at the end of the current term. Applications are invited from suitably qualified and experienced teachers for the Headship of this school with 200 pupils aged 3-16 on roll.

Early in 1976 the school will transfer to purpose-designed premises on the western side of the city.

Application form and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS, to be returned by 15th September.

CITY OF COVENTRY

DARTMOUTH SCHOOL

Group 4 (S)

Headteacher

This new, purpose-designed day school for 50 maladjusted boys, aged 10-16 years, will open at the beginning of the Summer Term, 1976. The Education Committee invites applications from appropriately qualified and experienced teachers with enthusiasm and a capacity for leadership for the post of HEADTEACHER. The successful candidate will join the Authority in January, 1976.

Application form and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS, to be returned by 15th September.

NORFOLK

COUNTY COUNCIL

Education Department

Required for January, 1976:

HEAD TEACHER

for

ALDERMAN JACKSON E.S.N.(S) SCHOOL
Marsh Lane, King's Lynn
Roll: 80, Group: 5(8)

Application forms and further particulars may be obtained by sending a stamped addressed envelope to the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL, to whom completed forms should be returned by 19th September, 1975.

Removal expenses are paid in accordance with the Authority's scheme.

THE SCOTTISH SOCIETY FOR AUTISTIC CHILDREN

invites applications for the post of

PRINCIPAL

of its first residential school for autistic children in Scotland to be opened at Struan, Claremont, Alloa in the Spring of 1976.

The post will be remunerated according to Scottish teachers' salary regulations with relevant responsibility and additional qualification payments.

Assistance with housing may be arranged.

Interested persons should write for further particulars and forms of application to the Hon. Secretary, Scottish Society for Autistic Children, 12 Hope Street, Edinburgh EH2 4DD.

SPECIAL EDUCATION
Scale 1 Posts
continued

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
[illegible] DAY E.S.N. (M) SCHOOL
[illegible] Drive, South Ockendon, Essex, [illegible]
Tel.: South Ockendon 2066
MASTER / MISTRESS Required January 1976, for mixed class of 10-12-year-olds. Special Schools Allowance and London "fringe" allowance payable.

Application forms and further particulars may be obtained from the Head of the school concerned, unless otherwise stated, to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
MEADOW SCHOOL
Royal Lane, Hillingdon
Middlesex UB8 3QU
(Day E.S.N.—Mixed—all ages)
Head Teacher: K. H. Everett.

Applications are invited from qualified TEACHERS for the post of DOMESTIC SCIENCE Teacher at the above school from January 1976.

Application forms from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible.

London Allowance Payable.

75 per cent removal expenses and some assistance with accommodation in appropriate cases.

NORFOLK
COUNTY COUNCIL
Education Department

Appointment of

TEACHERS OF THE DEAF

FOUR experienced teachers of the deaf are required for peripatetic work in the County. Scale 3 will be payable to suitable candidates, together with travelling and subsistence allowances.

CENTRAL AREA (including City of Norwich)

One teacher to work with older children, mainly in the City Area.
One teacher to work with children of all ages, mostly in the country areas.

EASTERN AREA

One teacher to work in part of Great Yarmouth and Broadland villages with children of all ages.

WESTERN AREA

One teacher to work with children of all ages living in villages and towns northwards of King's Lynn between Sandringham and Hunstanton.

Application forms and further particulars may be obtained by sending a stamped addressed envelope to the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL.

Removal expenses are paid in accordance with the Authority's scheme.

PERIPATETIC ADVISORY REMEDIAL TEACHER

Burnham Scale 3

required for January 1976.

Applications are invited from teachers with good teaching experience for the above post in the Authority's Remedial Service. Specialist qualifications and experience in remedial teaching are essential.

Application forms and further particulars available from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (telephone Uxbridge 38232, Ext. 275).

LONDON BOROUGH OF
HILLINGDON

75% removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

Royal Liverpool Children's Hospital School
Liverpool and Heswall

Applications from suitably qualified teachers are invited for the post of

Teacher

(Scale 1)

at this large well established Independent Hospital School. The work is varied and challenging. Salary is in accordance with Burnham.

Closing date for applications 30th September, 1975. Appointment with effect from 1st January, 1976.

Application forms and further details from The Headmaster, Royal Liverpool Children's Hospital School, Telegraph Road, Heswall, Wirral (S1125)
TES 15120

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM, BRADFIELDS SCHOOL E.S.N. (M)
Churchill Avenue
MAN or WOMAN TEACHER with interest or experience in special school work, Junior-Infants trained. General class duties with mixed group of nine to 10 years in Junior Department.
Please apply by letter to the Headmaster giving two referees.

CANTERBURY DIVISION
BEECH HOUSE SPECIAL SCHOOL
Required from January, 1976, an ASSISTANT TEACHER for GENERAL SUBJECTS and MUSIC (including instrumental teaching) at this purpose built school providing education for children placed in the adolescent unit of St. Augustine's Hospital (Psychiatric). At present there are 21 pupils (age range 11 to 16+) resident in the unit or attending daily and the school roll will eventually be 60.
Application forms may be obtained from the Divisional Education Officer, 78 London Road, Canterbury, Kent.

ASHFORD DIVISION
BEAVER GREEN COUNTY PRIMARY INFANTS' SCHOOL
Cuckoo Lane, Ashford
Tutorial Unit for Handicapped Children.
MASTER or MISTRESS to join team in purpose-built Tutorial Unit catering for up to 40 handicapped children in the five to nine age range. Special Schools Allowance. Applications to the Headmistress.
SWIFORD MANOR SCHOOL
Great Chart, Ashford
Boarding School for Maladjusted Boys (18).
MASTER able to teach GENERAL SUBJECTS with a sympathetic but firm approach to the problems of maladjusted boys. Good accommodation available in pleasant country surroundings. The school has a well established and happy staff. Special Schools Allowance Payment of £720 per annum for additional supervisory duties.
Applications to the Headmaster.

KIRKLEES
METROPOLITAN COUNCIL
PARK E.S.N. (M) SCHOOL
Earlsheaton Park Mansion,
Earlsheaton, Dewsbury WF12 8AG
Required for January, 1976,
MASTER for WOODWORK/METALWORK, Scale 1, to take craft throughout senior school. Ability to offer another subject and interests in outdoor activities an advantage.
Application forms obtainable from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom they should be returned as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
COMBS HILL SPECIAL SCHOOL
(Residential Maladjusted Girls)
Hill Lane, Thornhill, Dewsbury WF12 0QT
Required for January, 1976, TEACHER, Scale 1, to take a small REMEDIAL CLASS of nine to 11 year old girls each morning, and small groups of girls during the afternoon for Pottery/Music/Needlework etc. State subject offered. Possibility of Extraneous Duty Allowance (£720 per annum for up to 15 hours duty per week).
Application forms and further particulars from the Director of Educational Services, Oldgate House, Oldgate, Huddersfield HD1 6QW. Closing date for completed applications, 19th September, 1975.

LANCASHIRE
NATIONAL CHILDREN'S HOME
CROWTHORN SCHOOL
Edgworth, Near Bolton
(Boarding School for Educationally Sub-Normal Boys and Girls recognized as efficient by the Department of Education and Science).
There will be a vacancy in January, 1976, for a Man to teach GENERAL CLASS SUBJECTS and to specialize in rural science and gardening. Ability to take craft work would be an added recommendation, but it is not essential.
Salary according to the Burnham Scale. The service is fully recognized and pensionable under the Teachers' Superannuation Act.
The teacher appointed will be required to undertake a limited amount of extraneous duties, for which the recognized payment will be made.
An excellent furnished flat is available for a single person or an unfurnished house for a married man.
The National Children's Home is a Methodist foundation and applicants should be committed to the Christian way of life.
Application forms and further particulars from: Education Secretary, National Children's Home (Dept. TES), 85 Highbury Park, London, N5 1UD.

LINCOLNSHIRE
GOSBERTON HOUSE SPECIAL E.S.N. SCHOOL
(80 Juniors)
For January:
ASSISTANT TEACHER: GIRLS' WELFARE—possibility of Scale 2 for suitable teacher. Resident or non-resident. Extraneous duty payment of £720 per annum for 15 hours per week or pro-rata.
Forms from Divisional Education Officer, County Hall, Boston, Lincs.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
ARNOLD DERRYMOUNT DAY E.S.N. (M) SCHOOL
Churchmoor Lane, Arnold,
Nottingham NG5 8HN
Headmaster: C. J. Lovett
(Roll: 120 E.S.N. (M))
TEACHER (Scale 1, which includes the Special Schools element), to teach GENERAL SUBJECTS to a group (20) of 11 year old boys and girls. Enthusiastic and experienced teachers who are interested in this work will be welcomed and encouraged to develop their own ideas and to play a full part in the appropriate educational projects and out of school activities.
Applications (no forms) to the Headmaster, with names of two referees. Closing date 19th September, 1975.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for 1st January 1975.
YSGOL Y RHYD
Brecon
Ref: 146/C/A. Suitably qualified ASSISTANT TEACHER for this E.S.N. (S) School. Scale 1 plus special schools addition.
Application forms obtainable from the undersigned (stamped addressed envelope) to whom completed forms should be returned by 19th September, 1975.
Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

SOMERSET
Special School vacancies—see display advertisement under Secondary Education.

SPECIAL EDUCATION

Qualified TEACHER with administrative ability required to supervise care and education of select group of foreign boys attending private and preparatory boarding schools in England. Excellent accommodation provided in Hampstead, London but children spend most of holidays in homes close to their respective schools. Appointment would suit married couple and the terms are unusual and attractive. Please write with details to Box TES 1807, The Times, WC1X 8EZ.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
SALE MOOR SECONDARY SCHOOL
Norris Road, Sale, Cheshire
(960 on roll—mixed)
Tel.: 061-973 2715
ASSISTANT TEACHER (Scale 1)
Required for January 1976, experienced ASSISTANT TEACHER for 2nd special unit of ESN children housed within large secondary school.
Application forms available from the Head of the School, should be returned by September 30th, 1975.

Independent Schools

Headships

DEVON
EDGEHILL COLLEGE
Bideford EX39 3LY
HEADSHIP
The Board of Management for Methodist Residential Schools and the Administrative Governors of Edgehill College invite applications for the post of Head which will become vacant in 1976 on the retirement of Miss Mary Shaw, M.A.

Information regarding the post may be obtained by writing to the Chairman of Governors at the school.

HAMPSHIRE
WYKEHAM HOUSE SCHOOL
Fareham
Independent girls' public day school
HEADMISTRESS required for January 1976, for well established independent school for girls aged four to 18 years
The school has traditions of high personal and academic standards. Salary Houghton Group 4 plus recent pay award.
Applications together with testimonials and names and addresses of two referees should be sent to the Headmistress by September 12th.

Deputy Headships Senior Masters/ Mistresses

WORCESTER
BOWBROOK HOUSE SCHOOL
Peopleton, Pershore
Bowbrook House is expanding yet again!
Starting in September 1976 the school will extend its classes beyond the present age limit of 13, and accept pupils up to "O" level.
A HEADMASTER will be needed to initiate this new development and take complete academic charge of the extra classes.
This is a full-time teaching post, since administration is already taken care of, but the successful applicant will take a major part in setting up the framework and establishing the character of the new venture.
Bowbrook House is a recognised Independent Day School currently taking both boys and girls from four up to Common Entrance. It occupies a Georgian house set in 13 acres of grounds in the midst of Worcestershire countryside. Games play an important part in school life, and the successful candidate would be expected to take a full part in teaching them. Any academic discipline will be acceptable, since other staff will be recruited to suit requirements.
If the right man is available before September 1976 he could join us during the coming academic year.
Please send details of qualifications, career to date, salary and date of availability to Peter R. Langham, M.C., B.A., Principal, Bowbrook House School, Peopleton, Pershore, Worcestershire WR10 2EE.

Classification By Subject

Art and Design

Other Assistants

LADY teacher required immediately for Girls' Secondary School in Stamford Hill area for Art to G.C.E. "O" level and some English.—Write Box TES 1892, The Times, WC1X 8EZ.

English

Heads of Department

BELFAST
THE ROYAL BELFAST ACADEMICAL INSTITUTION
The HEAD MASTERSHIP of the English Department will be vacant from January, 1976, and applications are invited from graduates in one of the subjects taught within the Department (English, History and Geography). Salary: Scale 4 plus £300 per annum.
Further particulars from the Secretary to the Governors, The Royal Belfast Academical Institution, Belfast, BT1 6DL, to whom applications should be submitted by 12th September.

Other Assistants

CORNWALL
TRURO CATHEDRAL SCHOOL
Required for [illegible]
A MASTER to [illegible] and to take charge of the [illegible] Burnham Scale.
Apply to the [illegible]

GUERNSEY
ELIZABETH COLLEGE
(710 boys)
MASTER needed in Lower School from January [illegible] ENGLISH at all levels. Burnham scale according to experience.
Further details from the Principal, to whom applications with telephone numbers and the names and addresses of two referees [illegible] October [illegible].

HERTFORDSHIRE
SHERRARDSWOOD SCHOOL
Welwyn Garden City, Herts
(Recognised Co-educational Day and Boarding)
Required in January [illegible] TEACHER to take charge of ENGLISH including [illegible] "O" and "A" level. [illegible]
Burnham Scale [illegible]
Apply with [illegible]

LONDON
Part-time ENGLISH TEACHER—see Miscellaneous.

NOTTINGHAMSHIRE
Required for September MASTER to teach ENGLISH throughout [illegible] "A" level may be available. [illegible] small boarding school [illegible] duties. A house available for married man.
Apply [illegible] Southwell [illegible]

Geography

Heads of Department

SURREY
KING EDWARD'S SCHOOL
Witley
(Independent, Co-educational Boarding School, H.M.C., 750 pupils)
Required in January, 1976, HEAD of GEOGRAPHY DEPARTMENT.
Full details from the Headmaster at the School.

Other Assistants

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
(730 girls, Senior Department 540)
Required for January, 1976
HONOURS GRADUATE to share in the teaching of GEOGRAPHY up to Advanced Level and Oxbridge Scholarship standard. Subsidiary Geology an advantage. Scale 1 post, with London Allowance.
Apply to the Headmistress with curriculum vitae and names of two referees.

History

RICHMOND-upon-Thames
Urgently required for September TRAINED GRADUATE to share teaching of HISTORY, with some Latin and Greek Literature in Translation. Italian an advantage. Independent D.E.S. Recognized Efficient Grammar School. Burnham Scale. London Allowance, D.E.S. Superannuation.
Write for application form to the Headmistress, St Catherine's School, Pope's Villa, Twickenham, Middlesex.

Mathematics

Heads of Department

STRATHCLYDE
DROWSIDINGTON SCHOOL
Required in January, 1976, in this expanding coeducational school of 800 pupils, HEAD of MATHEMATICS DEPARTMENT.
As Drowsidington becomes, in 1976, the new High School of Glasgow, there are unusual opportunities.
Willingness to assist with games (notably rugby) a strong recommendation. Sympathy with the Christian tradition of the school would be welcome.
Further details from the Headmaster, Drowsidington School, Ledcameroch Road, Bearsden, Glasgow.

County of Cleveland
CLEVELAND EDUCATION COMMITTEE
SPECIAL SCHOOL TEACHING APPOINTMENT

RIDLEY SCHOOL,
Ridley Street, Redcar, Cleveland TS10 1RP.

SCALE 1 POST + S.S.A. A vacancy for a teacher with [illegible] or experience with mentally handicapped children at this [illegible] for 40 pupils (ages 4-16). Interest in Outdoor Pur[illegible] advantage. A SCALE 2 POST could be available for a [illegible] experienced candidate
RE-ADVERTISEMENT

Financial assistance with household removal expenses is [illegible] in approved cases. Temporary housing accommodation [illegible] available if required.

Application may be made by letter or on application [illegible] obtainable from the Head Teacher at the address above [illegible] Applications by letter should include detailed information [illegible] ing education, training, qualifications and experience, [illegible] with the names and addresses of three referees.

Letters of application and completed application forms [illegible] be submitted direct to the Head Teacher within 14 days [illegible] appearance of this advertisement.

Other Assistants

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
[illegible], near Hitchin, Herts
Required in January 1976 A resident or non-resident TEACHER of MODERN MATHEMATICS [illegible] or full time [illegible] interest in [illegible]
Apply, Headmaster.

KENT
DOVER COLLEGE
H.M.C. Coeducational, [illegible] boarding
[illegible] pupils boarding [illegible]
Required for January, [illegible]
Young GRADUATE [illegible] to teach [illegible] S.M.P. to "O" level [illegible] Oxford [illegible] (from 1976) [illegible] ability, especially [illegible] and of hockey, a great [illegible] to boarding [illegible] Salary [illegible] qualification and experience [illegible] of accommodation.
Please write to the [illegible] Dover College, Dover, [illegible] with full career [illegible] the names and addresses [illegible] referees.

LONDON, SE21
JOHN WYCLIFFE SCHOOL
West Dulwich, S E 21
Wanted September, 1976, [illegible] independent school [illegible] to take MATHEMATICS [illegible] to C.S.E. and [illegible] standard
Some experience [illegible] would suit young teachers [illegible] and initiative.
Apply giving details of [illegible] and the names of [illegible] to the Headmaster.

NORFOLK
Required urgently, TEACHER [illegible] High School MATHEMATICS [illegible]
Apply Headmaster, [illegible] School, Bradwell, Great [illegible] Norfolk England Telephone [illegible] Yarmouth 62148.

SUSSEX
SLINDON COLLEGE
Near Arundel
Wanted for September, 1975 [illegible] to take charge of [illegible] MATHS (mainly S.M.P.) [illegible] this small boarding [illegible] boys 11 to 18 years
Good salary and [illegible] someone interested in [illegible] boarding school community.
Apply, in writing, or [illegible] Headmaster (Slindon 320).

WORCESTERSHIRE
THE ABBEY
Malvern Wells
Recognized Independent [illegible] Boarding School
Required in January, [illegible] to share in the [illegible] MATHEMATICS to "O" [illegible] and University Entrance [illegible] possibly some Junior [illegible] Burnham Scale 1. [illegible] Superannuation. Residence [illegible] able if desired.
Applications, with copies [illegible] monials and names of [illegible] the Headmaster.

MATHS—mornings only, [illegible] woman tutor required [illegible] September for small classes (girls 11-14 years) [illegible] don, W.8. Permanent [illegible] to 1 p.m. five days [illegible] allowance.—Write Box [illegible] The Times WC1X 8EZ.

TUTOR required immediately [illegible] Mathematics to "A" [illegible] Apply Principal, Eaton [illegible] Tutors, 16 Clifton Gardens [illegible] don W9 1DT. Telephone [illegible] 286 4240.

Modern Langu[illegible]

Heads of Depar[illegible]

COVENTRY
KING HENRY VIII SCHOOL
CV3 6AQ
(Direct Grant H.M.C. [illegible] Sixth Form 260)
Required in January, [illegible] qualified LINGUIST [illegible] woman as HEAD of MODERN [illegible] to organize the teaching [illegible] LANGUAGES [illegible] school and to contribute [illegible] the teaching of French [illegible] main language is German [illegible] is some Spanish in the [illegible] Audio visual techniques [illegible] the early stages of [illegible] school course. There [illegible] record of university [illegible] candidates regularly [illegible] Oxford and Cambridge [illegible] Salary at new Burnham [illegible] together with school [illegible] change to co-education [illegible] the admission this [illegible] age eleven.
Apply by letter (no [illegible]) to the Headmaster at the [illegible] full curriculum vitae and [illegible] and addresses of referees [illegible] curricular interests should [illegible]

INDEPENDENT
continued

Music

Heads of Department

STAFFORDSHIRE
DENSTONE COLLEGE PREPARATORY SCHOOL
Smallwood Manor, Uttoxeter,
Staffs ST14 8NS
Required in January, 1976, or later, a suitably qualified DIRECTOR of MUSIC for this I.A.P.S. boarding school of 140 boys.
A new Music School has recently been built, containing one large music room and eight teaching practice rooms.
Salary: Smallwood Scale, D.E.S. superannuation.
Apply Headmaster, giving full details of career and names of two referees.

WORCESTERSHIRE
BROMSGROVE SCHOOL
(H.M.C. and I.A.P.S. 650 boys)
Applications are invited for the post of DIRECTOR OF MUSIC which falls vacant in January, 1976.
The salary offered will be above Burnham Scale 3 and both single and married accommodation can be provided.
Full details may be obtained on application to the Headmaster, Bromsgrove School, Worcestershire B61 7DU. (Telephone Bromsgrove 32774).

Other Assistants

DENBIGH
HOWELL'S SCHOOL
CLARINET TEACHER urgently required, individual and ensemble lessons, at least one day a week. Also oboe if possible.
Apply to Headmistress, Denbigh [illegible]

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock
Independent Public School for Girls ORGANIST and CHOIR MASTER or MISTRESS for School Chapel and to teach piano. Post could be combined with responsibility for house of 50 girls. A house available for married candidate.
Apply to Headmistress.

HERTFORDSHIRE
BERKHAMSTED SCHOOL
(Independent 750 boys aged seven to 18)
Required for January, 1976, full-time TEACHER of VIOLIN VIOLA and if possible of another instrument. The successful applicant will be required to do some class-teaching in the Junior School and to take individual pupils of all ages. A Chamber Orchestra is in existence as a joint venture with the Berkhamsted Girls' School.
Willingness to be fully involved in the general life of the school will be an added recommendation. Burnham Scale 2 salary. Accommodation available.
Apply to the Headmaster, Berkhamsted School, Berkhamsted, Herts, giving "curriculum vitae" and names of one or two people to whom reference can be made.

HEADMASTER OF DEAN CLOSE JUNIOR SCHOOL

The Governors of Dean Close School invite applicants for the post of Headmaster of the Junior School. The new Headmaster will, it is hoped, take office in April, 1976. Dean Close Junior School is a co-educational Preparatory School (200 boys, 70 girls) and its present and former Headmasters have been members of I.A.P.S. Half the pupils are boarders. It shares the grounds and some of the facilities of the Senior School. Applicants should be university graduates and communicant members of the Church of England. (Applications will be considered from either men or women.)

Further particulars of the post and application forms may be obtained from the Clerk to the Governors, Dean Close School, Cheltenham. Applications should be in by the 6th October, 1975.

SURREY
COUNTY COUNCIL

REDHILL TECHNICAL COLLEGE

Appointment of Vice-Principal

Applications are invited for the above post, appointment to be made from 1 January 1976, salary range £7,329 to £7,815 per annum.

Further details and application forms to be returned by 24 September 1975, available from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ. (Ref. FE/BS.)

County of Cleveland
CLEVELAND EDUCATION COMMITTEE
LONGLANDS COLLEGE OF
FURTHER EDUCATION

HEAD OF DEPARTMENT OF GENERAL STUDIES
—GRADE II

Applications are invited for the above post, duties to commence 1st January, 1976.
The Department is mainly concerned with servicing the vocational departments of the College with courses in English and General Studies. It also has a variety of evening courses in Adult Education subjects.
Applicants should preferably be Graduates with substantial experience in Further Education. Experience in Industry or commerce would also be advantageous.
Salary Scale £5,652 to £6,444.
Financial help with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.
Application forms and further details may be obtained from the Principal at the College, Douglas Street, Middlesbrough, Cleveland TS4 2JW. Application forms should be completed and returned to him within fourteen days of the appearance of this advertisement.

WEST SUSSEX
S. MICHAEL'S
Burton Park, Petworth
(Independent Boarding School for 300 girls, under the Woodard Corporation)
Wanted immediately, someone to teach WOODWIND, with possibly some BRASS, on two days a week.
Please apply to the Headmistress.

YORK
QUEEN MARGARET'S SCHOOL
Escrick Park
January, TEACHER of CLARINET and FLUTE (and of piano if possible), able to take charge of the orchestra. Resident mistress preferred. Burnham Scale, Government Superannuation.
Apply with details of qualifications, etc., and the names and addresses of two referees to the Headmistress.

Science

BEDFORDSHIRE
BEDFORD TUTORIAL COLLEGE
Lansdowne Road, Bedford
Required for September, GRADUATE to teach mainly PHYSICS and APPLIED MATHEMATICS at "A" level, in small groups, in adult atmosphere. Appointment will be on a half time basis, initially for one term, with a good possibility of extension. Enthusiasm and teaching ability most important.
Apply with full details to the Principal.

FIFE
ST. LEONARDS SCHOOL
St. Andrews Fife
Required for September 1975, HONOURS GRADUATE with teaching qualifications to teach CHEMISTRY up to Advanced Level standard. Non-resident or resident post.
Burnham salary scale; Government superannuation.
Please apply to the Headmistress with curriculum vitae and the names of two referees.

HARROW
Required urgently for September 1975. Part time TEACHER for Independent Girls' School in Harrow, to teach BIOLOGY and GENERAL SCIENCE throughout the school.
Apply Headmistress, 17 Peterborough Close, South Harrow, HA2 8NP.

HERTFORDSHIRE
Required in January, 1976 a graduate or non-graduate MASTER to teach Nuffield SCIENCE to Common Entrance and Scholarship level. Excellent laboratories. Please state other interests in and out of school.
Salary: B & C scale.
Government superannuation.
Accommodation for married or single man available.
Temporary Permanent considered.
Please apply in writing, to the Headmaster, The Preparatory School, The College, Bishop's Stortford, Herts CM23 2QZ, with the names and addresses of two referees.

LONDON, SE21
JOHN WYCLIFFE SCHOOL
West Dulwich, S E 21
Wanted September 1975, for small mixed independent school TEACHER to take SCIENCE (Chemistry, Physics, possibly some Biology) and some MATHEMATICS to C.S.E. and "O" level standard.
Some experience essential. Post would suit young teacher with vision and initiative.
Apply giving details of qualifications and the names of two referees to the Headmaster.

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
(730 girls: Senior Department 540)
Required in January, 1976:
Honours GRADUATE to teach CHEMISTRY up to "A" level and Oxbridge Scholarship standard. Subsidiary Physics an advantage. Scale 1 post, with London Allowance.
Apply to the Headmistress, with curriculum vitae and names of two referees.

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS
Girls' Public Day School Trust
Required in January, MASTER or MISTRESS to share the teaching of CHEMISTRY throughout the school to Advanced and Open Scholarship level. Full share of Nuffield "A" level work. Experience of this course an advantage.
Burnham Scale 2.
Apply in writing with copies of testimonials and giving names and addresses of two referees to the Head Mistress, 9 Arboretum Street, Nottingham.

Other than by Subject Classification

BEDFORD
GEOGRAPHY, ECONOMICS, BRITISH CONSTITUTION, ACCOUNTS, MATHEMATICS, PHYSICS. Part-time TEACHERS "O" level and "A" level required in all these subjects. Small group tuition. Block times arranged to suit. Reasonable travelling expenses will be met. Easy access London.
Apply The Principal, Bedford Tutorial College, 36 Lansdowne Road, Bedford. Tel. Bedford 0234 48187.

JERSEY, C.I.
MOORESTOWN COLLEGE
St. Peter
(Coeducational day school)
TEACHER required to take GERMAN and LATIN to "A" level.
Accommodation available.
Apply in writing, to Headmaster.

WORCESTER
BOWBROOK HOUSE SCHOOL
Peopleton, Pershore
Bowbrook House is a recognized Independent Day School for boys and girls from four to 13.
From September, 1976, the school will expand to take pupils up to "O" level.
Several male TEACHERS will be required, in a variety of disciplines to help establish the new venture.
Bowbrook House occupies a Georgian house in 13 acres of grounds, set in the heart of Worcestershire countryside. It has progressed well in recent years, and has set high academic and sporting standards. It is intended that these standards be continued into the new classes.
Since games form an important part of the school's life, successful candidates will be expected to take an active part in physical education.
Although the extension is not planned to take place until September, 1976, any suitable candidate available before that date could join us during the coming academic year.
Please send details of qualifications, career to date, salary and date of availability to Peter R. Langham, M.C., B.A., Principal, Bowbrook House School, Peopleton, Pershore, Worcs WR10 2EE.

DAVIES, LAING & DICK LTD.
TUTORS. Require Tutors in BIOLOGY, also GEOGRAPHY with BRITISH CONSTITUTION or ECONOMICS to advanced level.
Please apply to the Principal, 10 Pembridge Square, London W2 4ED.

Teaching posts at
PUBLIC INDEPENDENT AND PREPARATORY SCHOOLS
A wide selection of posts for MASTERS AND MISTRESSES is available from
GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville St., London W1X 2BR
Telephone: 01-734 0161
No fee whatever is payable by candidates for teaching posts

GEOG., ITALIAN & SPANISH Tutors required immediately. Part time. Up to Oxbridge Entrance. Ealing. Hire Tutors [illegible]

LONDON, W.1.—Private college requires, urgently, graduate teachers to give part-time courses in English literature (2nd year) modern European history (political thought): September to December.—Write Box TES 1810, The Times, London WC1X 8EZ.

WANTED September, graduate TEACHER/S for small private School, N.W. London. Required to teach Geography, History, Mathematics to "O" level.—Box TES 1719, The Times, WC1X 8EZ.

Preparatory Schools

By Subject Classification

Mathematics

DERBY
MASTER required from January to teach MATHEMATICS 10 to 13 year olds. Full information supplied concerning salary, allowances, housing arrangements, education of children etc.
Please apply with brief personal background to Headmaster, Foremarke Prep School, Milton, Derby.

Pastoral

SUSSEX
HOUSEMASTER (single) required mid-September to teach GEOGRAPHY and GENERAL SUBJECTS. Suitable post for retired service officer.
Apply Headmaster, Vinehall School, Robertsbridge, Sussex.

Science

SURREY
KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day Preparatory School)
A young qualified and experienced MASTER is required in January 1976 to teach NUFFIELD SCIENCE throughout the senior part of the school
The salary is Burnham Scale 1 plus Graduate (if applicable) Responsibility and London Allowances. A flat is available either for a single man or married couple without children at a low charge.
Please write with full particulars to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey, TW10 6ES. Tel. 01-940 1878.

Other than by Subject Classification

CAMBRIDGE
KING'S COLLEGE SCHOOL
West Road, Cambridge CB3 9DN
I.A.P.S. 84 boarders, 165 day boys
Required in January
TWO qualified MASTERS to teach one or more of the following subjects: CLASSICS, HISTORY, MATHEMATICS. One of those appointed will fill the vacancy of HOUSEMASTER (two bedroomed flat in school provided). The other post is non-resident. Burnham Scale plus Government Superannuation.
Apply Headmaster in writing or telephone (0223) 65814/5.

ISLE OF WIGHT
RYDE SCHOOL
Junior School
I.A.P.S. 170 Boys
Applications are invited for the post of MASTER of the Junior School which will become vacant in April 1976.
Details of this post may be obtained by writing to the Headmaster, Ryde School, Ryde, Isle of Wight. The closing date for applications is October 1st 1975.

LONDON W.2
Co-educational Preparatory School (five to 11 years) requires young ASSISTANT MASTER for September or January. Able to offer Games, Swimming, French and other General Subjects.
Burnham Scale 1 plus 1 A.
Apply by letter with curriculum vitae and names of two referees to: The Principal, Connaught House School, 47 Connaught Square, London W.2.

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
(Junior Department)
Hanworth Road, Hampton
(Independent School—Preparatory Department: 200 girls, six to 10 years)
Required in January, 1976.
FORM MISTRESS for nine to 10-year-old age group, preferably with some experience. All basic subjects required to a good standard with special interest in:
Drama: Art and Craft also an advantage.
Scale 1 post with London Allowance.
Apply to the Headmistress with curriculum vitae and names of two referees.

COLLEGE OF FURTHER EDUCATION, HULL

Appointment of Principal

Applications are invited for the post of Principal of this college of further education, which will be designated in September, 1976, simultaneously with a new institution of higher education at Kingston upon Hull. The two new colleges will result from the amalgamation of Hull Regional College of Art, Hull College of Commerce, Kingston upon Hull College of Education, Hull Nautical College, Hull College of Technology, together with the voluntary Endsleigh College of Education. An appropriate division of responsibility for advanced and non-advanced courses is planned. It is likely that the salary will be at a point within the range for a Group 6 college, i.e. £10,044-£10,554.
The County Council is seeking a Principal to establish this college of further education alongside the parallel development of the institution of higher education and based on the various existing resources. The successful candidate is expected to take up the appointment at an early date in advance of designation of the college of further education.
Further particulars may be obtained from the Director of Education, County Hall, Beverley, HU17 9BA, quoting reference HQ/FE. Completed applications should be returned by 15th September, 1975.

Humberside
County Council

INSTITUTION OF HIGHER EDUCATION, HULL

Appointment of Director

Applications are invited for the post of Director of this new institution of higher education, which will be designated in September, 1976 following an amalgamation of Hull Regional College of Art, Hull College of Commerce, Kingston upon Hull College of Education, Hull Nautical College and Hull College of Technology, together with the voluntary Endsleigh College of Education. It is likely that the salary will be at a point within the range for a Group 10 college, i.e. £12,180-£12,690
The County Council is seeking a Director with qualifications, experience and those other qualities appropriate to the task of leading the development of this new institution. The successful candidate is expected to take up the appointment as soon as possible so that he or she may participate fully in the advance planning prior to designation.
Further particulars may be obtained from the Director of Education, County Hall, Beverley, HU17 9BA, quoting reference HQ/FE. Completed applications should be returned by 15th September, 1975.

Humberside
County Council

County of Cleveland
CLEVELAND EDUCATION COMMITTEE
HARTLEPOOL COLLEGE OF
FURTHER EDUCATION

APPOINTMENT OF VICE-PRINCIPAL
(GROUP 4)

Applications are invited from persons with appropriate qualifications and experience for the recently established post of Vice-Principal at Hartlepool College of Further Education.
The College occupies modern buildings in the centre of Hartlepool and offers a range of Engineering, Construction, Business Studies, Science and General Education Courses.
Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.
Application forms and further particulars of the post may be obtained from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom completed application forms must be returned within fourteen days of the appearance of this advertisement.

PREPARATORY
Other Appointments continued

SUSSEX

[illegible]

SUSSEX
Required for September, 1975, qualified Junior Form MISTRESS for Preparatory Boarding and Day School. Ability to teach Art a strong recommendation. Resident post.

Apply Headmaster, Bishops [illegible] School, Balcombe Place, Balcombe.

BOYS' Preparatory Schools.—Parents desiring vacancies and men and women seeking teaching appointments, also Matrons and Assistant Matrons, should apply to M. P. Rawlings, Assistant Secretary, I.A.P.S., 138 Church Street, Kensington, London, W.8.

Colleges of Further Education

Directors and Principals

BRISTOL
BRUNEL TECHNICAL COLLEGE
Applications are invited for the following post. Duties to commence as soon as possible.
PRINCIPAL/SENIOR LECTURER SOCIAL SERVICES COURSES to lead a multi-disciplinary team of lecturers working in a "Social Services Area" within the Faculty of Community Services. The person appointed will be based in the Department of Catering and Community Services. Applicants should possess relevant professional qualifications and have a first hand working knowledge of at least one "branch" of the social services. He or she must have a wide experience in further education and be able to demonstrate organising ability.

Salary: Senior Lecturer £5,031 (4 increments) to £5,955 per annum, or Principal Lecturer £5,940 (4 increments) to £6,642 per annum.

Further details and application forms (to be returned by 26th September, 1975) from Registrar (B), Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting [illegible]

GLASGOW
THE ROYAL SCOTTISH ACADEMY OF MUSIC AND DRAMA
PRINCIPAL

Applications are invited for the post of Principal of the Royal Scottish Academy of Music and Drama.

The successful candidate will be expected to assume the appointment on, or about, July 1, 1976. Full particulars of the post may be obtained from the Secretary and Treasurer, R.S.A.M.D., St. George's Place, Glasgow G2 1BS, with whom applications should be lodged by October 10, 1976.

LEICESTERSHIRE
EDUCATION COMMITTEE
NORTH WEST LEICESTERSHIRE TECHNICAL COLLEGE
Coalville
VICE PRINCIPAL
(Salary £7,770)

Required for this group 4 college situated at Coalville in Leicestershire.

For further details apply to the Principal, N.W. Leicestershire Technical College, Bridge Road, Coalville, Leicester LE6 2QR.

Heads of Department

BROMLEY
(London Borough of)
[illegible] COLLEGE OF FURTHER EDUCATION

Required for January 1, 1976, HEAD OF DEPARTMENT—ENGLISH and GENERAL STUDIES (Grade III to be confirmed).

Details and application forms from [illegible]

Other Appointments

BEDFORDSHIRE

[illegible]

BEDFORDSHIRE

[illegible]

BUCKINGHAMSHIRE

[illegible]

CLEVELAND

[illegible]

DORSET

[illegible]

ESSEX

[illegible]

HAMPSHIRE

[illegible]

HARINGEY

[illegible]

HARINGEY

[illegible]

HEREFORD AND WORCESTER

[illegible]

HUMBERSIDE

[illegible]

KENT

[illegible]

KENT

[illegible]

Salary scale: £2,469 to £4,377.

Further details and forms of application from the Principal, Medway and Maidstone College of Technology, Horsted, Maidstone Road, Chatham, Kent (telephone Medway [illegible]), to whom they should be returned by September 22.

KENT

[illegible]

LANCASHIRE

[illegible]

LONDON

[illegible] required from 22nd September for ECONOMICS with statistics (G.C.E. "A" level) and SOCIOLOGY (G.C.E. "O" and "A" levels).

Applicants should write giving brief details of qualifications and experience to the Head of Social and Community Studies Department to reach him by Friday, 12th September.

Central Regional Council

Viewforth, Stirling, FK8 2ET

EDUCATION DEPARTMENT

FALKIRK COLLEGE OF TECHNOLOGY

Applications are invited for the under-noted posts from persons holding the requisite qualifications. Applicants should have had appropriate experience in industry or commerce.

For the Senior Lecturer post, applicants must have had full-time teaching experience in a College or University, and preference will be given to applicants who already hold an approved Teaching Qualification.

For Lecturing Posts, previous full-time teaching experience is desirable, but not essential, and, where necessary, an opportunity will be given to the person appointed to undertake study for a Teaching Qualification (Further Education) on an in-service basis.

SENIOR LECTURER IN FOUNDRY SUBJECTS :

Degree in an appropriate foundry-related subject, preferably at Honours level, or Diploma in Foundry Technology and/or recognised Professional Qualification.

The post involves teaching Foundry Technology and related practical subjects in a range of courses, up to Technician and H.N.C. levels. The successful applicant will also be required to accept responsibility for particular sections of the teaching work, and to assist in the overall departmental administration.

Senior Lecturer I Post—Maximum Salary: £5,307 per annum.

ART, DESIGN AND CRAFT WORK (Lecturer B) :

Diploma in Art of a Scottish Central Institution, or other appropriate equivalent qualification.

The post involves teaching Art Subjects and Design as integral parts of vocational courses and a range of Craft Subjects, such as Pottery, Modelling, Weaving, Enamelling, Jewellery, as part of the College programme of General and Recreational Studies for students in Science, Technical and Commercial Courses.

BUILDING AND CIVIL ENGINEERING (Lecturer B) :

Degree or Associateship in Building or Civil Engineering, preferably with appropriate Professional Qualification.

The post involves teaching in a range of National Certificate and Technician Courses.

ELECTRICAL CRAFT STUDIES (Lecturer B) :

Higher National Certificate or appropriate City and Guilds Full Technological Certificate.

The post involves teaching basic Electrical Technology and associated Laboratory and Workshop Activities to electrical and other College students.

PHYSICAL AND RECREATIONAL ACTIVITIES—MALE (Lecturer B) :

Diploma in Physical Education of a College of Education.

The post involves teaching a range of Physical and Recreational Activities as part of the General Studies Programme for science, technical and commercial students. Modern facilities, including a new Games Hall are available.

TIMBER TRADES (Lecturer B) :

City and Guilds Full Technological Certificate or other equivalent qualification in Carpentry and Joinery, preferably with a National Certificate and S.C.E. 'O' Grade Passes in English and Mathematics. Experience of Woodcutting Machinery Techniques will be an advantage.

The post involves teaching Timber Trades subjects in a range of City and Guilds and Link Courses.

Salaries will be in terms of the Houghton Scales (revised), as follows :—

Senior Lecturer I	£3,216-£5,307 p.a.
Lecturer B	£2,667-£4,359 p.a.

Placing will be given for appropriate industrial/commercial experience and for previous full-time teaching. Further details and application forms may be obtained from the under-signed, please quote ref. CR/126. Completed application forms are to be returned not later than Monday, 22nd September, 1975.

Director of Education,
Viewforth, Stirling, FK8 2ET.

WEST GLAMORGAN County Council

Education Committee

Lecturing Posts

Applications are invited from suitably qualified teachers for the following vacancy in the Authority's Further Education Service.

Swansea College of Technology

Required as soon as possible :

Lecturer Grade II in Building

to teach Building Technology and Materials Science up to Institute of Building Part 1 level. Candidates should possess Institute of Building or other appropriate professional qualifications.

Salary Scale: Lecturer Grade II: £3,279-£5,493.

Application forms are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting "post reference OFCT/18.17.75".

CLOSING DATE. The closing date for the receipt of completed application forms is Friday, 19th September, 1975.

JOHN BEALE, Director of Education.
Education Department, Princess House, Princess Way,
SWANSEA.

South East London College

seltec

Department of Hotel and Catering Studies

Lecturer 1 in Applied Science

(Ref. HCS.9)

to teach the applied science aspects of City & Guilds General Catering Course 705, Ordinary National Diploma in Hotel and Catering Operations, Royal Society of Health Certificate in Hygiene and Nutrition, Intermediate Membership HCIMA, NEBSS (Catering). Relevant qualifications are essential, teaching experience desirable.

Salary scales in accordance with the Burnham (F.E.) Report

Lecturer Grade I :

On an incremental scale within the range £2,469-£4,377, plus London allowance £351, starting point depending upon qualifications, training and experience.

Assistance may be given towards household removal expenses.

ilea

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE4 1UT. It is essential to quote the correct reference number.

STRATHCLYDE REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

Applications are invited for the undernoted Lecturing posts :

SENIOR LECTURERS

BELL COLLEGE OF TECHNOLOGY
Almada Street, Hamilton ML3 0JB

ACCOUNTING

(re-advertisement)

The successful candidate for this post will require to develop new courses and supervise the teaching of Accounting and related subjects at final professional and H.N.C. levels. In addition there will be a certain amount of liaison work with local industry and schools and he will be responsible for development and organising short courses in his field to meet local industrial needs.

Salary Scale—Senior Lecturer (A) £6,000 to £6,735 bar to £7,716, with placing on the scale given for approved industrial and/or teaching experience.

GLASGOW COLLEGE OF BUILDING AND PRINTING
60 North Hanover Street, Glasgow G1 2BP

PLANNING AND RELATED STUDIES

Applicants should possess a degree and/or corporate membership of a professional institution in an appropriate discipline, and have had professional and teaching experience.

The post involves teaching to and development of H.N.C. course in Town Planning and Estate Management and also to assist in Diploma work in Building Surveying.

The post is graded as Senior Lecturer (A) and the salary scale rises to £6,735.

ANNIESLAND COLLEGE
Hatfield Drive, Glasgow G12 0YE

COMMERCE

Persons applying for this post should possess a degree, diploma or other relevant qualifications in Computing Subjects together with teaching experience in Further Education and preferably business experience. The successful applicant will assist the Head of Department in the organization and development of Computer Studies and Business Machine Courses in full-time, part-time day and evening classes.

The post is presently graded Senior Lecturer I with a salary scale of £3,216 to a maximum of £5,370. Placing will be given for approved teaching and business experience.

LECTURERS

£2,667 to £4,359—with placing for relevant experience

AYR TECHNICAL COLLEGE
Dam Park, Ayr KA8 0EU

SECRETARIAL STUDIES

Applicants should possess a degree or diploma, or equivalent qualification in Commerce and should be able to offer Shorthand, Typewriting, Audio Typewriting, and Office Practice, up to the advanced levels of SCOTBEC, RSA, PITMAN, and SCE Examinations, and have relevant Commercial/Industrial experience.

Previous teaching experience would be an advantage.

ANNIESLAND COLLEGE
Hatfield Drive, Glasgow G12 0YE

SHIPBUILDING PRACTICE

Applicants for the above post should be men qualified to teach Platework, Welding or Loftwork in City and Guilds Courses.

SECRETARIAL SUBJECTS

This is a full-time post in the Department of Commerce and applications are invited from persons possessing appropriate secretarial qualifications and experience to teach Shorthand, Typewriting, Audio/Typing and Office Practice.

BARMULLOCH COLLEGE
Rye Road, Glasgow G21 3JY

BUILDING SUBJECTS (BRICKWORK)

Candidates for the above full-time post should possess a relevant H.N.C. or F.T.C. and have appropriate experience in the building industry.

CLYDEBANK TECHNICAL COLLEGE
Kilbowie Road, Clydebank G81 2AA

ELECTRICAL INSTALLATION WORK

Applicants should hold an H.N.C. in Electrical Engineering or an F.T.C. in Electrical Installation Work, or Electrical Technicians Work. They should also have experience as craftsmen preferably in the Electrical Contracting Industry.

CATERING AND INSTITUTIONAL OPERATIONS

Applicants for this post, to teach Catering and House Services to students on SCOTEC and City and Guilds Courses, should have relevant industrial experience and hold the [illegible] or equivalent qualification.

PROFESSIONAL COOKERY

Applications are invited for the above post to teach Practical Cookery and Catering subjects to students on SCOTEC and City and Guilds Courses. Applicants should have relevant industrial experience and hold a relevant Certificate from the City and Guilds of London Institute or an equivalent qualification.

COATBRIDGE TECHNICAL COLLEGE
Kildonan Street, Coatbridge ML5 3LS

NURSERY NURSE COURSE

Applications are invited from qualified primary teachers holding the Froebel Certificate. The successful applicant will require to teach the Child Education content of the course for Nursery Nurses and to supervise the trainees during their training in Nursery Schools.

LANGSIDE COLLEGE
50 Prospecthill Road, Glasgow G42 9LB

ART AND ART/CRAFTS (MAN)

Applicants, who must be certificated teachers, should have a Diploma in Art. They should have experience in presentation for S.C.E., 'O' and 'H' Grade examinations and a working knowledge of basic ceramics. Some experience of print making would be an advantage.

JAMES WATT COLLEGE
Finnart Street, Greenock PA16 8HF

FABRICATION/WELDING

Applicants for the above full-time post should possess a Full Technological Certificate or equivalent in Welding or Fabrication, together with sound practical experience.

Duties of the post will include teaching basic craft studies to metal using apprentices in the shipbuilding industry.

Further details and application forms for any of the above posts may be obtained from and should be returned to The Principal of the College concerned by 19th September, 1975.

EDWARD MILLER,
Director of Education

ANGLO-EUROPEAN COLLEGE OF CHIROPRACTIC

Department of Pre-Clinical Studies

LECTURER (Grade II)

In Physiology and/or Biochemistry or Dietetics

Applications are invited for the above full-time post to commence as soon as possible. Candidates must have suitable academic and/or professional qualifications and some teaching experience.

Initial salary dependent upon good qualifications and experience within the Burnham Scale ranges: £3,279 to £5,493 plus, per annum, plus threshold payment. The post is pensionable under the College's own scheme.

Detailed applications as soon as possible, including a curriculum vitae and naming two referees, should be sent to :

The Dean,
Anglo-European College of Chiropractic,
Cavendish Road,
Bournemouth, Hampshire BH1 1RA

Cumbria Education Committee

Barrow in Furness College of Further Education

Principal J. E. Jewitt

Lecturer Grade I

required to teach CARPENTRY and JOINERY and RELATED SUBJECTS to the City and Guilds Advanced Level Craft Certificate and to teach school link courses in WOODWORK.

Applicants should possess City and Guilds qualifications and relevant industrial experience. A National Certificate in Building would be an advantage. Qualifications and experience in teaching and/or industry will be taken into consideration when calculating placement on the incremental scale.

Salary Scale: £2,469-£4,377 per annum.

Further particulars and application forms obtainable from and returnable to the Principal at the College by 18th September, 1975.

Bournemouth College of Technology

DEPARTMENT OF BUSINESS STUDIES
(Hairdressing)

Lecturer Grade I in Hairdressing

Lecturer, Grade I, in Hairdressing required for 1st January 1976 to teach City & Guilds Basic and Advanced Ladies' Hairdressing and/or Gentlemen's Hairdressing.

Salary: £2,469 to £4,377 per annum, the commencing point depending on qualifications and experience.

Further details and application forms may be obtained from :

The Principal, College of Technology, Lansdowne, Bournemouth BH1 3JJ. Tel. 0202 20844.

HUMBERSIDE COUNTY COUNCIL

HULL COLLEGE OF TECHNOLOGY

Principal: R. H. Rogers, B.Sc.(Eng.), Ph.D., C.Eng., F.I.E.E.

Hull Colleges Computer Installation

An I.C.L. 1903 system has been installed in Hull College of Technology to provide facilities for the colleges of higher and further education in Kingston upon Hull. In consequence an appointment is to be made of a computer specialist on the

SENIOR LECTURER

scale of salary (£5,031-£6,417), and subject to the N.J.C. Scheme of Conditions of Service for Local Government Officers.

The post will carry responsibility for allotting time and priority of use on the computer and also for promoting the use of the computer in the colleges. Applicants should have considerable computing experience in an education environment.

Further particulars and application forms (returnable by Monday, 15th September) may be obtained from the Administrative Officer, Hull College of Technology, Queen's Gardens, Hull, HU1 3DG. Telephone No. [illegible] 20381.

Wigan College of Technology

Department of Commerce and Economics

Senior Lecturer in Secretarial Studies

Salary Scale : £5,031-£5,955

Candidates should be well qualified to teach Shorthand, Typewriting and Office Practice. Good teaching and administrative experience in further education essential.

Further particulars and application forms from the Principal, Wigan College of Technology, Parson's Walk, Wigan WN1 1RR, to be returned by the 19th September, 1975.

Metropolitan Borough of WIGAN

COUNTY OF SOUTH GLAMORGAN

LLANDAFF COLLEGE OF TECHNOLOGY

LECTURER I

MECHANICAL AND PRODUCTION ENGINEERING

The College requires a lecturer to teach Workshop Technology to Mechanical and Marine Engineering students. The courses involved are mainly C. and G. 205 Mechanical Engineering Craft and Mechanical Engineering Craft Maintenance, together with various Marine Engineering cadet classes. Candidates must have relevant industrial and/or teaching experience and be a corporate member of an appropriate professional institution.

Salary, Lecturer 1 : £1,896 to £3,633

Further details and application forms available from the Principal, Llandaff College of Technology, Western Avenue, Cardiff, tel.: Cardiff 561241. Completed application forms should be returned to the College within 14 days of the appearance of this advertisement.

BOROUGH COUNCIL OF SOUTH TYNESIDE

Education Department

SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE

Principal : D. T. Turnbull, B Sc., Ph.D., F.Inst.P., C.Eng., F.I.Mar.E., F.R.A.S., F.R.S.A

DEPARTMENT OF MATHEMATICS AND SCIENCE

Applications are invited from suitably qualified persons for a

LECTURER (Grade 1)

post in Mathematics and Physics, to commence as soon as possible.

Applicants should be graduates and/or professionally qualified, and will be expected to teach mainly Mathematics and Physics to G.C.E. students and Marine Engineer Cadets.

Salary Scale: £2,469 to £4,377

Application forms may be obtained from the Principal, Marine and Technical College, St. George's Avenue, South Shields NE34 6ET, Tyne and Wear, by sending a stamped addressed envelope. Completed forms should be returned to the Principal, as soon as possible.

Cyngor Sir DYFED County Council

EDUCATION COMMITTEE

CARDIGAN COLLEGE OF FURTHER EDUCATION

Telephone number Cardigan 2032

Applications are invited for the following posts from men and women with suitable academic qualifications and experience.

LECTURER I IN CATERING

to teach Waiting and Restaurant Management to City and Guilds standard.

LECTURER I IN COMMERCE

to teach Shorthand and Typewriting to R.S.A. Stage III standard.

Teaching experience or possession of a technical teacher's diploma is desirable but not essential.

These posts are available immediately but applicants who are in full time teaching will be considered for January 1st, 1976.

Salary Scale £2,469-£4,377.

Starting point on the scale dependent on qualifications and experience.

Application forms and further particulars available from the Principal.

COLLEGES OF FURTHER EDUCATION

Other Appointments continued

[illegible]

NOTTINGHAMSHIRE

[illegible]

OXFORDSHIRE

[illegible]

CITY OF SALFORD

[illegible]

STAFFORDSHIRE

[illegible]

STOCKPORT

[illegible]

TAMESIDE

[illegible]

WILTSHIRE

[illegible]

Colleges and Departments of Art

HAMPSHIRE

[illegible]

Polytechnics

BIRMINGHAM

[illegible]

LIVERPOOL

[illegible]

MANCHESTER

[illegible]

Universities

GERMANY

[illegible]

JAMAICA

[illegible]

SHEFFIELD

[illegible]

MANCHESTER

[illegible]

Fellowships Studentships and Research Awards

BRISTOL

[illegible]

The Royal Military College of Science, Shrivenham, near Swindon, Wilts.

Civilian Scholarships and Studentships

1. Scholarships tenable at the Royal Military College of Science, will be awarded on the result of interviews to be held in December, 1975.

2. Scholars may take a full time three-year course commencing in September, 1976 leading to a degree in Applied Science or Engineering.

3. Maintenance grants of £782 will be paid, supplemented, where appropriate, by a dependant's allowance. No tuition, registration or examination fees are payable.

4. Candidates must be born between 2nd October, 1954 and 1st October, 1958. They must have obtained or be in the process of obtaining GCE 'A' levels in Mathematics, Physics and/or Chemistry.

5. Studentships. Admission to the above-mentioned courses may also be granted to students wishing to enter with a Further Education Award.

Send this Coupon Today for Full Details.

TES

To: D. J. Gardiner,

Royal Military College of Science,

Shrivenham, near Swindon.

Please send me full details of Civilian Scholarships and Studentships with an application form (returnable by 18th October, 1975).

NAME ....

ADDRESS ....

Colleges of Education

BEDFORD AND WORCESTER

County of

WORCESTER COLLEGE OF EDUCATION

Henwick Grove, Worcester

WR2 6AJ

Applications are invited for a temporary part-time appointment as LECTURER IN DANCE for the Academic Year 1975/76.

[illegible]

EDGE HILL COLLEGE OF HIGHER EDUCATION

Ormskirk

LECTURER Grade II in EDUCATION [illegible] required for January 1, 1976, or earlier if possible, to contribute to new B.Ed. degree courses for students preparing to teach in nursery, infant and junior schools.

Advanced qualifications in Education are essential and expertise in dealing with the inner-city/community school would be a particular advantage.

Application forms and further details may be obtained from the Principal's Secretary.

Adult Education

DEVON

COUNTY COUNCIL

ADULT EDUCATION ADVISER

East Devon.

Based at Area Education Office, 7 Barnfield Crescent, Exeter.

[illegible]

Bedfordshire

ASSISTANT TO THE EDUCATION OFFICER

H.M. Prison, Bedford

Applications are invited from suitably qualified men or women for this appointment which will be on the staff of

Mander College of Further Education, Bedford.

The person appointed will share responsibility with the Prison Education Officer for the administration of the Education Service at H.M. Prison, Bedford, and will have a particular responsibility for the remedial programme and for the development of a scheme of general studies and remedial work with young prisoners on remand. For professional purposes the post will be on the staff of Mander College and the person appointed will be expected to do some teaching in the Liberal Studies Department at the College.

Salary: Further Education Lecturer Grade I £2,469-£4,377.

Application forms and further particulars obtainable from the Chief Education Officer, County Hall, Cauldwell Street, Bedford, to whom application forms should be returned by 12th September.

ST. BENEDICT'S COMMUNITY HOME

Wokefield Park, Mortimer, Reading, Berkshire

ELECTRICAL TRADE INSTRUCTOR

Applications are invited from qualified and experienced candidates interested in the unusual opportunity to introduce and develop an electrical vocational training department within this Community Home which will ultimately accommodate sixty boys, aged 14 to 18 years, from the London boroughs.

The Home is situated in a rural setting, yet close to the M4.

Candidates should also be interested in participating in the wider aspects of the care provided by the Home, through involvement in out-of-school duties on a rota basis for a weekly average of fifteen hours.

Salary:

For qualified teachers. Burnham Scale 1. plus Community Schools' allowance of £564, plus Extraneous Duty allowance of £879. For a substantially qualified candidate, the appropriate J.N.C. scale (between £2,316 and £3,729), plus Extraneous Duty allowance.

A three-bedroom house is available at an inclusive annual charge of £183, or full board/lodging for a single candidate, as appropriate.

Prospective applicants are invited to contact the Principal (Mr. J. W. Fenwick) for an informal discussion by telephoning Mortimer (STD Code: 0734) 332391.

Application forms from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable immediately. Telephone 01-903 0371 (24 hour Ansafone service). Reference number S/40 must be quoted.

London Borough of **BRENT**

HONITON COMMUNITY COLLEGE

ADULT TUTOR [illegible]

[illegible]

HAMPSHIRE

[illegible]

LANCASHIRE

[illegible]

LEICESTERSHIRE

[illegible]

LEICESTERSHIRE

[illegible]

CITY OF MANCHESTER

[illegible]

CITY OF MANCHESTER

[illegible]

NORTHAMPTONSHIRE

[illegible]

WALTHAM FOREST

[illegible]

Community Homes and Associated Institutions

Headships and Deputy Headships

LANCASHIRE

[illegible]

Other Appointments

CHESHIRE

[illegible]

ISLE OF WIGHT

[illegible]

HERTFORDSHIRE SOCIAL SERVICES

Second Deputy (Education)

Burnham Scale 2 £2,655-£4,212

plus £400 Responsibility Allowance

The person appointed will be responsible to the Officer in Charge for Education at an Assessment Centre which provides for 35 children and will take an active teaching commitment.

The teaching team will comprise the Second Deputy and 3 Assistant Teachers who are already in post. Teachers will be expected to help the children modify their attitudes by initiating projects to provide a lively and interesting teaching programme.

Teaching in an Assessment Centre is difficult challenging work as the children are of wide age range and ability and often lack educational motivation. What better experience could any teacher want ?

Burnham conditions of service apply but flexible holidays are possible.

Informal discussion by telephoning Hertford 54242, extension 5275. Application forms from the Director of Social Services, County Hall, Hertford. Please quote ref: B16.

Closing date : 26th September, 1975.

OFFICER IN CHARGE

£4239-£4842 Bramley

For Woodhough Observation and Assessment Centre which is at present being completely renovated and re-built and should open fully later this year.

At present the Centre holds 18 children between the ages of 8-17 and the re-building will provide facilities for 36 children in three groups of 12.

The present Officer in Charge has been promoted and we are now looking for someone to succeed him. You will need to be able to lead a multi-disciplinary team in the essential tasks of observation and assessment and you will need to be qualified (preferably the Senior Certificate), have relevant experience and a high degree of diagnostic skills.

Present accommodation is a self-contained flat, but a four bedroomed house is being built in the grounds for the holder of this post.

If you're interested please ring Miss Schrempp (Principal Officer, Residential Services) or Mr. Hoey (Senior Homes Officer) on 01-546 1050, Extension 3784/5786 who will be pleased to have an informal discussion with you. Ref : G18

Application forms from the Social Services Department (please quote ref), County Hall, Kingston upon Thames, KT1 2DL.

SURREY COUNTY COUNCIL

PART-TIME QUALIFIED TEACHER

For two and a half days per week required at Middlesex Lodge Regional Assessment Centre to teach general subjects to small groups of adolescent girls. Applicants should also be able to assess the girls' potential and to develop a warm and friendly relationship to supplement the role of full time staff caring for these girls as they come to maturity.

Salary (Pro Rata) Burnham Scale 2 plus £564 special allowance plus £267 London Weighting. Resident accommodation for single person available within the Centre at £372 per annum for board and lodging. Application forms available from the Personnel Officer. Ref: SS/26/64.

Belmont House
38 Market Square,
Uxbridge, Middlesex
UB8 1TR
Tel. Uxbridge 52281, Ext. 29.
Closing date
26th September.

LONDON BOROUGH OF HILLINGDON

Corby Youth Centre

Appointment of Full-time Youth and Community Worker

The Education Committee wish to appoint a qualified person to the above post. The successful applicant will be required to commence as soon as possible and will be a member of a team responsible for the social education of young people and the development of the community in the area served by the centre.

Excellent facilities which include a large sports hall have been provided at the youth centre. Salary payable in accordance with the Joint Negotiating Committee Scale for Youth Leaders, Scale 1, £2,442-£3,204 p.a.

Application forms and further details available from County Education Officer, Education Department, Youth and Community Section, Floor 3, Northampton House, Northampton NN1 2HX.

M. J. HENLEY,
County Education Officer.

SHEFFIELD EDUCATION
YOUTH SERVICE

The Committee offers a number of rewarding and demanding opportunities for able experienced youth workers to work closely with young people in a variety of situations. The City is large, attractive and an ideal place for job satisfaction and family contentment.

These vacancies are due to internal promotions.

1. Beighton Centre
Youth Leader
2. Hurlfield Campus Youth Wing
Youth Tutor/Youth Leader
3. Rowlinson Campus Youth Wing
Youth Tutor/Youth Leader
4. Park Centre
Youth Leader

Salary Scale, Sheffield Burnham-related Tier 3 or 2. Tier 3, £3,615-£4,368, Tier 2, £4,368-£5,310.

For further information please contact Carl Coates 0742 26341, ext. 260, or write for application forms and further details stating the post required (large stamped addressed envelope please) from Chief Education Officer (Ref. FE/F/CRC), Education Offices, P.O. Box 67, Leopold Street, Sheffield S1 1RJ, which should be returned without delay.

Cheshire

MACCLESFIELD DISTRICT
YOUTH AND COMMUNITY SERVICE
COMMUNITY-BASED YOUTH WORKER
ALDERLEY EDGE

Salary Scale J.N.C. Range 2

We are looking for a qualified youth worker who is interested in working within a village community and who will be expected to support and coordinate much of the youth work presently being sponsored by the Churches and other bodies.

An advisory panel will be established to offer the opportunity of support for the worker. In-service training opportunities exist within the County and a co-lateral supervisory scheme operates for those workers seeking an alternative form of support.

For further details, telephone Wilmslow 29401 on a reversed charge call and ask for Tony Nish. Alternatively, write to the District Education Officer, Cheshire County Council, Chapel Lane, Wilmslow, Cheshire SK9 1PU, to whom application forms should be returned by 16 September, 1975.

DORSET
COUNTY COUNCIL
Youth Service

The following vacancy exists in the Bournemouth Area of the County. The full-time staff work closely as a team, are fully involved in in-service training and are offered regular support sessions by the Authority.

HENRY BROWN SOCIAL CENTRE
WARDEN

This vacancy exists due to the retirement of the present Warden. The Centre is on a large post-war housing estate, and offers a challenge to a suitably qualified person. The Warden has a full-time Assistant and an experienced part-time leadership team. J.N.C. Range 4—£4,008 to £4,524.

Assistance with removal expenses and legal fees.

Closing date for applications—19th September, 1975.

Details and application forms available from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth.

BOLTON
METROPOLITAN BOROUGH

TEAM LEADER

Youth and Community Service

Salary Scale: Within J.N.C. Range III, £3,771 to £4,248.

Applications are invited from qualified Youth Workers or Teachers for this important post. Further details and application forms may be obtained from the Personnel Officer, Town Hall, Bolton BL1 1RU, and should be returned by 15th September, 1975.

Youth and Community Service

CUMBRIA

EDUCATION COMMITTEE

Applications are invited from qualified YOUTH LEADERS and TEACHERS for two new YOUTH LEADER/TUTOR posts, to be based at the following schools as soon as possible:

(1) ALFRED BARROW SECONDARY SCHOOL FOR GIRLS
Barrow-in-Furness

(2) DOWDALES SCHOOL
Dalton-in-Furness

Both schools are in an area which is within easy reach of the Lake District.

In both posts duties involve promotion and support of voluntary youth work in the area and the devotion of three-tenths of the week in a teaching situation at the school, e.g. careers guidance, modern studies/design for living or similar subjects.

Salary scale: J.N.C. Range 3, points 1 to 5, £3,426 to £3,888 per annum. Reasonable removal expenses paid.

Application forms and further particulars obtainable from and returnable to C. D. Bishop, Assistant Director of Education, John Whinnerah Institute, Barrow-in-Furness, Cumbria, by 23 September 1975.

DORSET

YOUTH LEADER
TRINIDAD BOYS' CLUB
Poole

Applications are invited for the position of Leader-in-Charge from qualified or suitably experienced unqualified persons for the above post.

This position offers a challenge and a chance to be involved in an exciting new building project.

Further details and application forms, returnable immediately, from the Organizing Secretary, Dorset Association of Boys' Clubs, Poole and Dorset Adventure Centre, Hercules Road, Poole, Dorset.

EAST SUSSEX

(LEWES AREA)
LEWES BOYS CLUB

Applications are invited from suitably qualified and experienced people for the post of YOUTH LEADER at this purpose-built club which is assisted but not maintained by the L.E.A. The post became vacant on 31st August, 1975.

The Youth Leader will be responsible for a mixed Youth Club of approximately 350 junior and senior members.

Salary and conditions of service will be in accordance with the N.J.C. Report for Youth Leaders Range 3A £3,426 to £3,888.

A generous scheme of relocation grants is available in approved cases. Council accommodation may be available for the Youth Leader whilst he is in the employment of the East Sussex County Council.

Application forms and further details are obtainable from the Area Education Officer, Lewes Area Education Office, 42/43, St. Anne's Crescent, Lewes, (foolscap stamped addressed envelope).

HARINGEY

(London Borough of)
FURTHER EDUCATION DIVISION
YOUTH AND COMMUNITY SERVICE
SENIOR DETACHED YOUTH WORKER AND DETACHED YOUTH WORKER

Applications are invited from suitably qualified persons to join a newly formed and enthusiastic team of detached youth workers who are dealing with the problem of deviant, unattached, homeless or unemployed youths in the Borough of Haringey.

Candidates should be able to establish rapport with the unattached youth and yet relate easily with colleagues and personnel in the supportive agencies. The work is likely to be demanding with evening and weekend commitments. Applicants for the Senior post must have sound practical field experience.

The conditions of service for both posts will be in accordance with the Joint National Councils recommendations and candidates must be recognised as Qualified Youth Leaders or Community Centre Wardens, (this includes those with a status of Qualified Teacher and holders of a university degree or Diploma in Social Science).

Salaries: Senior Detached Youth Workers, Range 3 Points 2-6, £3,537 to £4,008; Detached Youth Worker, Scale 2, £2,712 to £3,537. Plus £351 per annum London Weighting Allowance.

An allowance of up to £180 per annum may be paid to candidates who have longer training or qualifications above the minimum requirements.

Application forms and further details may be obtained from: Chief Education Officer (Ref. FE/Staffing), Further Education Division, 476 High Road, Tottenham N17 9JS.

Closing date for application is 14 days from the appearance of this advertisement.

HERTFORDSHIRE

FULL-TIME YOUTH AND COMMUNITY WORKER

SQUARE ONE YOUTH CENTRE

The Youth and Community Service has a vacancy in their divisional team for the above post.

We are looking for a suitably qualified and experienced person to undertake the overall administration and coordination of this purpose-built centre and to continue the development of youth work in the neighbourhood.

Informal group work with young people would be an asset.

Salary: J.N.C. Scale, Grade 3A (under review).

Closing date for applications: September 19, 1975.

Application forms: Senior Youth and Community Officer, The Lockers, Bury Hill, Hemel Hempstead, Herts HP1 1SR. Tel. No.: H.H. 61641.

KENT

COMMUNITY RESOURCE WORKER (£3,360 to £3,703, plus London Weighting £201)
GREENWICH/BEXLEY AREA RESOURCE CENTRE
(Urban aid funded community project)

Person with community work experience required to establish an area resource centre—to give practical advice and support to local community groups and to liaise with statutory and voluntary agencies. The worker will be supported by a SECRETARY / INFORMATION ASSISTANT (£2,853 to £3,096 plus London Weighting) to be appointed in full consultation with the worker. Current driving licence required (transport available). Details from Bexley Community Relations Council, 7 Station Parade, Erith, Kent, or telephone John Austin-Walker, Erith [illegible]. Closing date September [illegible], 1975.

The British Council

invites applications for the following posts:—

Head of Primary (Colombia)

Anglo-Colombian School, Bogota

Qualified teacher with at least 3 years' recent UK primary experience; single; UK citizen; preferably Spanish speaker.

Salary: Burnham Scale 3 + 20%.

Benefits: School doctor; employer's portion of UK superannuation. Two year contract, renewable. 75 US 157

Four Technical Instructors (Qatar)

Regional Training Centre, Doha

Radio/Television Servicing
Refrigeration/Air Conditioning
Power Station Operators' Training
Welding

Candidates, men only, UK citizens, with British educational background, must have relevant teaching qualifications and several years' experience.

Salary: £4111 rising to £5232 pa, tax free.

Benefits: free accommodation, electricity and water; car and equipment allowances; terminal gratuity; two-months passage-paid annual leave. Three-year contracts, renewable. 75 AO 130-132, 150

School Teachers (Peru)

Markham College, Lima

Independent day school for 1000 boys aged 5-18
Master to teach Physics & Mathematics (Upper School)
Master to teach History & English (Middle and Upper School)
Three teachers for General Subjects (Lower School)

Graduates or college-trained teachers with at least 2 years' experience. Men only for first 2 posts.

Salary: Burnham Scale 2 for 1st post: others Scale 1.

Benefits: overseas allowance; terminal bonus; medical scheme; UK superannuation paid. Three-year contracts, renewable. 75 US 145-149

San Silvestre School, Lima

Independent day school for 865 girls aged 5-17
Head of Mathematics
Mistress for Physics and Mathematics
Head of Junior School

Qualified teachers (graduates for 1st post) with at least 2 years' experience. Women, or married couple if both teach.

Salary: Burnham: 1st post Scale 2 or 3; 2nd post Scale 1 or 2; 3rd post Scale 3.

Benefits: overseas allowance; terminal bonus; medical scheme; UK superannuation paid. Two-year contracts, renewable. 75 US 150, 151, 156

Teachers of English (Brazil)

Sociedade Brasileira de Cultura Inglesa, Rio de Janeiro

Graduates or college-trained teachers; TEFL qualification and experience desirable. Men and women eligible; married couples (without children) if both apply.

Salary: £3294-£4620 pa.

Benefits: annual bonus £500; outfit grant; medical scheme. Two-year contracts, renewable. 75 UO 144-149

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE FOUNDATION OF
THE INTERNATIONAL SCHOOL OF GENEVA

invites applications for the post of

Headmaster

for one of its component schools. The School caters for the rapidly growing international population on the right bank of Lake Geneva.

There are primary and secondary sections, following courses in both English and French, leading to university entrance. Present enrolment is about 500, including a small boarding section. A development scheme is underway.

The Headmaster is expected to plan the work of his School within overall guidelines established by the Governing Board and in coordination with the other schools in the Foundation; this includes inter alia the establishment of courses and timetables, the supervision of teaching methods, the appointment and control of his staff, the admission of students and contacts with parents.

Candidates should be graduates, with at least 10 years' teaching and some senior administrative experience. A working knowledge of French is essential and an understanding of the needs of more than one educational system is considered desirable. Past ex-patriate experience would be considered an asset. The post, for which a salary commensurate with its importance will be paid, is vacant from January 1976, but the appointment could be taken up at a later date by a suitable candidate.

Applications (no forms) should reach the Chairman of the Governing Board of the Foundation, 62 route de Chêne, 1208 Geneva, by October 31st, 1975.

YOUTH AND COMMUNITY SERVICE continued

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
SWANLEY SCHOOL
Swanley, Kent BR8 7TS

TEACHER/YOUTH LEADER, Swanley School and Swanley County Youth Club. See under secondary school assistants. Scale 2/3.

MEDWAY DIVISION
CHATHAM, HIGHFIELD SECONDARY SCHOOL
Balfour Road
(Roll 780)

YOUTH TUTOR required. Experienced TEACHER with a real interest in setting up and developing an extended day scheme, and a desire to be involved with the pastoral side of school work. The Youth Tutor would teach 60 per cent of the time and would need to liaise with local organisations. The existing staff of the school are already involved in giving much of their own time beyond school hours.

Applicants to write to the Headmaster giving names and addresses of two referees.

ASHFORD DIVISION
ASHFORD NORTH SCHOOL FOR BOYS
(Roll 808)

MASTER TEACHER / YOUTH LEADER, Scale 3 Half-time teaching as second in English Department in Upper School, half as Youth Leader.

Applications to Headmaster at the school (Essella Road, Ashford).

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION
Community Education Service

Re-advertisement

YOUTH TUTOR
PRIESTHORPE SCHOOL, Pudsey
Scale: Burnham Scale 1

Applications are invited for the post of Youth Tutor at the above school, which is an 11 to 16 years comprehensive school, offering integrated Youth and Adult Education facilities, and maintaining close contact with the community.

Applicants must have qualifications in teaching and/or youth leadership.

Duties to commence on 1st January, 1976, or as soon as possible.

Application forms and further details are available from: Director of Education (Ref. FE/C/19), Great George Street, Leeds 1, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

MERSEYSIDE

HOYLAKE Y.M.C.A.

Y.M.C.A. GENERAL SECRETARY or fully qualified YOUTH LEADER required for modernized premises.

Salary, J.N.C. Scale 3, range (£3,426 to £3,888). Help provided to find accommodation.

Reply with details of career to date: Chairman, Hoylake Y.M.C.A., Birkenhead Road, Hoylake, Merseyside.

KETTERING KEYSTONE
BOYS CLUB

Appointment of Full time Youth and Community Worker

The Education Committee wish to appoint a qualified person for secondment to the above post. The successful applicant will be required to commence as soon as possible and will be a member of a team responsible for the social education of young people and the development of the Boys Club in the community in the area served by the Club. The facilities include club rooms and a small sports hall. Salary payable in accordance with the Joint Negotiating Committee Scale for Youth Leaders Scale 1 £2,422 to £3,204 per annum. Application forms and further details available from County Education Officer, Education Department, Youth and Community Section, Floor 3, Northampton House, Northampton NN1 2HX.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

SCEA

SECONDARY SCHOOLS
JANUARY 1976

Applications are invited for appointment in Service Children's Schools in Germany, with the British Families Education Service for the following:

WINDSOR GIRLS SCHOOL HAMM (Group 9)	**Scale 1 Geography**—A teacher required to teach throughout the school to CSE level. A strong interest in field work and in camp/expedition organisation welcomed. Boarding duties essential.
GLOUCESTER SCHOOL HOHNE (Group 9)	**Scale 1 Business Studies** Applicants should be able to teach all aspects involving courses for Business Studies including Typewriting, Shorthand, Office Practice, Accounts and Speed writing.
OTHER COMMANDS	**General Subjects**—A few Scale 1 vacancies exist for experienced teachers of pupils within the first three years of secondary education, with particular emphasis on Mathematics and English. Preference will be given to applicants with some experience and interest in remedial teaching.

NOTES:

Salary will be in accordance with current Burnham Scales, plus Inner London Allowance and a tax free Foreign Service Allowance (details will be supplied). Normal superannuation rights are safeguarded. Return passages are free. Accommodation is provided free or an allowance towards rent given. Initial engagement is for three years. Applicants should not be over the age of 47 years at commencement of appointment and should be currently resident in the United Kingdom.

Requests for application forms should be made on a postcard to:

SERVICE CHILDREN'S EDUCATION AUTHORITY (S)
Teachers Appointment Section,
IAE, Court Road, Eltham, LONDON SE9 5NR.

AW 3093

NORTHUMBERLAND

COUNTY COUNCIL
MORPETH Y.M.C.A.
YOUTH AND COMMUNITY WORKER

To direct the Y.M.C.A Centre £1,896 to £2,493

Applications are invited from suitably qualified people for the post of GENERAL SECRETARY/LEADER of this well established Centre.

The post requires a person with drive, organising ability and Christian conviction.

Support provided by voluntary helpers, domestic staff and an active Board of Management.

Application forms returnable by 20th September and further details from: The Chairman, J. Pervis, Esq., 43 Lindisfarne Lane, Morpeth, Northumberland.

ST. HELENS

BOROUGH COUNCIL
EDUCATION COMMITTEE
YOUTH LEADER

WINDLEHURST YOUTH CENTRE

Applications are invited for the post of LEADER at this modern purpose-built youth centre. Salary N.J.C. Range 3 for a qualified person.

Approved removal expenses will be paid and it is anticipated that housing accommodation may be available if required.

Forms of application and further particulars may be obtained from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed forms should be returned by Friday, the 26th September, 1975.

WEST SUSSEX

HORSHAM YOUTH AND COMMUNITY CENTRE
Hurst Road, Horsham, Sussex

Applications are invited from suitably qualified men/women for the post of SENIOR LEADER of this large and modern purpose-built centre. Adequate support staff, full-time assistant and excellent facilities for development of initiative in cooperation with adult/school/community services.

Salary: J.N.C. Range 4 (£3,829 to £5,155 at present).

Further details and application forms from Education Officer for Mid-Sussex, 58 Church Road, Burgess Hill, Sussex RH15 9AT.

Overseas Appointments

ARABIAN GULF

AL ITTIHAD PRIVATE SCHOOL
Dubai, U.A.E.

HEADMISTRESS required for a private school in Dubai, to commence as soon as possible. Experience in a modern infant method essential.

This is an excellent position for an enthusiastic and well trained woman. Interviews to take place almost immediately.

Salary to be approximately £4,000 per annum, also summer leave with United Kingdom fare paid and free furnished accommodation. Telephone 0223-67689.

For further details information after 5th September, and address applications to Mrs. I. F. Abulhoul, 1 Carlton Way, Cambridge, Cambs. Please include telephone number with application if possible.

MOUNT LAWLEY
COLLEGE OF
ADVANCED
EDUCATION
PERTH,
WESTERN AUSTRALIA

SENIOR LECTURER
Department of Education and Psychology

Applications are invited from suitably qualified persons for the above position.

The College is situated in a nearby northern suburb of Perth. It has a widening area of responsibility but is presently concerned with conducting courses leading to the Diploma of Teaching, to Graduate Diplomas in Aboriginal Teacher Education and Special Education and to the Bachelor of Arts (in English and the Social Sciences).

The Department of Education and Psychology offers programs and units in education, educational psychology, general psychology, remedial education, special education, and other fields in the framework of professional and general diploma, bachelor's degree and postgraduate courses.

The successful applicant will be required to organize, direct and administer the department in all aspects of its involvement.

The duties associated with the role may change in time, to accommodate changes in requirements of the institution

Applicants are expected to have a higher degree in one or more relevant areas, and significant experience in activities related to the administration and organization of an academic department in a tertiary institution.

SALARY: A$15,954 — A$18,544
9,413 — 10,941 Pounds Sterling (approx.)

In addition, members of the academic staff may engage in a limited amount of professional work outside the College duties.

Travelling and removal expenses and a settling in allowance are payable to appointees.

Conditions of service include access to a superannuation scheme, six weeks annual leave plus public holidays, three months long service leave on the completion of seven years service, sick leave, assisted study leave.

The commencing date normally would be 1 January 1976 but this is negotiable.

Detailed applications, including a curriculum vitae and names of three referees, should be submitted to:

The Academic Registrar,
Mount Lawley College
of Advanced Education,
2 Bradford Street,
MOUNT LAWLEY W.A. 6050

Further particulars may be obtained from the above address.

Closing date for applications:
11 October 1975

TEACHER/G.C.E. LEVEL
LIBERIA

The Bong Mining Company, a joint effort by Government and major German and Italian steel producers, requires a fully qualified teacher with at least five years experience, able to teach to G.C.E. standards in a range of subjects. Replies should specifically list the subjects taught, together with qualifications and experience. Minimum salary $15,000. Salaries paid in U.S. dollars, are subject to a low rate of income tax and are fully transferable to other countries. Family housing or bachelor accommodation is provided. Modern hospital and medical treatment are free. Extensive sport and recreational facilities are available. Initial contract of two years then three months paid leave in U.K

Applications to: Keith Lawson M.I.Mech.E. 27 Broadgate Way, Warmington, Peterborough PE8 6UN

BONG MINING COMPANY

HAMPSHIRE
CAREERS SERVICE

Opportunities Abroad for Careers Advisers

Applications are invited from suitably qualified and experienced Careers Advisers to work in schools administered by the Service Children's Education Authority in BAOR, Germany and the Middle and Far East as follows:

(1) BAOR

One Careers Adviser to be stationed at Gutersloh.

(2) Middle and Far East

One Careers Adviser to be stationed at Episkopi, Cyprus and to visit Hong Kong and Malta each term. Salary Scale AP5 (£3,825-£4,095) plus Foreign Service Allowance, travel allowance, accommodation or rental allowance and certain other provisions which make the posts attractive as well as challenging.

Officers will be appointed to the Hampshire Careers Service and be responsible to the Assistant Education Officer (Careers) for their professional duties. An undertaking to serve overseas for a minimum period of two years will be a condition of appointment with the proviso that officers will be absorbed into the Hampshire Careers Service on completion of their tour, under agreed terms.

Please quote reference 2420/AA and number of post when obtaining further particulars and application forms, returnable by 22nd September, 1975, from the County Personnel Officer, The Castle, Winchester, Hants, SO23 8UJ.

The British Council

King Abdul Aziz University,
Jeddah, Saudi Arabia

Course Team for a Programme of Communication Skills in English

THE PROJECT: The British Council has been asked to establish a Language Service Centre at King Abdul Aziz University to develop English Language Communication Skills for 320 First Year students in the Faculties of Medicine and Engineering. The programme will run initially for one year and will be carried out in association with various university departments in Britain and with the Council's English Teaching Division in London. It will require a wide range of expertise in the teaching of English for scientific and technical purposes, and offer opportunities for the preparation of teaching materials.

THE POSTS: 3 Course Tutors in Technical Study Skills are required.

THE APPLICANTS: Candidates, men only, must be graduates, preferably with TEFL qualifications. Experience in Mathematics or Science Education will be an additional recommendation.

SALARIES: £4,969-£5,524 pa.

All salaries are tax free. They may be increased for candidates with special qualifications and experience.

BENEFITS: Free furnished accommodation; overseas and children's allowances; passage-paid annual home leave; outfit and baggage allowances; travel costs. One-year contracts, possibly renewable.

Please write, briefly stating qualifications and length of appropriate experience; quote reference 75 AU 60-86 for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

School Teachers ~ South Pacific

P.T. International Nickel Indonesia, a subsidiary of the International Nickel Company of Canada Limited, requires two primary school teachers for a two year period at its nickel project on the island of Sulawesi, i.e.

PRIMARY SCHOOL TEACHER AT SOROAKA
PRIMARY SCHOOL TEACHER AT MALILI

The successful applicants will teach general subjects to children in the equivalent of North American Grades 1—6, age group approximately 5—11 years; contribute to curriculum development of total school programme with particular emphasis on primary school programmes, contribute to school curricular activities in Arts & Crafts, Music & Physical Education; and offer specialist skills suitable for children's club activities.

Applicants must be qualified primary school teachers and previous experience in a remote overseas location would be an asset. Salary will be commensurate with qualifications and experience, and comprehensive expatriate benefit plans include generous relocation assistance.

Interviews will be conducted in the U.K. in London. Please apply in writing, giving brief details of education and experience to:—

The Personnel Administrator,
International Nickel Limited,
Thames House,
Millbank,
London SW1P 4QF

INCO

INTERNATIONAL NICKEL LIMITED

BAC

AERONAUTICAL & ELECTRONICS INSTRUCTORS

You can earn over
£13,300
in the next two years
TAX-FREE

We are seeking an Electronics Instructor and an Aero-Engine Instructor for the King Faisal Air Academy at Riyadh in Saudi Arabia where we are responsible for the training of Saudi Arabian cadet pilots.

Applications are invited from graduates, aged 25 to 50, with a Degree in Electronics or Mechanical Engineering, who have had at least one year's lecturing experience. Consideration may also be given to applicants with an HND/HNC in Aeronautical Engineering and with at least three years' experience of Aero-Engine Instruction.

The successful candidates will receive free bachelor accommodation and messing, medical care and other facilities. We also offer frequent and generous travel-paid home leave and the contract is renewable after two years.

Please apply with brief details of appropriate experience, quoting Ref. No. 342/TES, or telephone Preston 634317.

The Personnel Officer (S.A.),
Saudi Arabian Support Dept.,
British Aircraft Corporation,
Warton Aerodrome,
Preston, PR4 1AX, Lancs.

BAC

BRITISH AIRCRAFT CORPORATION

OVERSEAS Appointments continued

NIGERIA

Qualified graduate TEACHERS of ENGLISH, MATHS, SCIENCE, urgently needed for Catholic schools to "A" level in Benue Plateau State.

Also TUTORS for primary teachers colleges (non-graduates with five years experience considered).

Supplemented government salaries available.

United Kingdom and Eire residents apply with brief personal particulars to: Christians Abroad, 38 King Street, London WC2E 8JT.

TENERIFE

Wanted, preferably by September 22nd, 1975, or in January 1976, (1) Experienced TEACHER as HEAD of INFANTS' DEPARTMENT (2) Qualified TEACHER for a small class of 10-year-olds and also able to teach History and Art or Geography to "O" level standard.

Write giving full details and testimonials and telephone number, Headmaster, British Yeoward School, Parque Taoro, Tenerife, Canary Islands.

OVERSEAS TEFL CONTRACTS

Begin any time of the year with Polyglot.

For full information please contact: The Polyglot Schools (U.K.) Ltd., telephone: 01-836 2257-9.

FRANCE

Qualified female TEACHER required to teach ENGLISH in French Primary School. Experience of English as foreign language preferred. Start September 12th.

Write immediately: Mrs. Pauline Alvergnat, Le Quart, 42-Rochetaillée, [illegible], France.

SWITZERLAND

A qualified and experienced MUSIC TEACHER required from January, 1976, to teach in class and to give private instrumental lessons in girls' boarding school. Generous salary.

Apply, Principal, St. George's School, 1815 Clarens.

ITALY

TEACHERS of ENGLISH required for British Language School in North. Degree Teaching Certificate essential.

For application form information, contact Miss J. Hughes, 88 Chiswick Village, London W4 3BZ. Tel. 01-[illegible]

SPAIN

Female TEACHERS required. Must be fluent in English and French and have some knowledge of Spanish.

For further information contact Miss J. Hughes, 88 Chiswick Village, London W4 3BZ. Tel. 01-[illegible]

AFRICA

TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. Challenging worthwhile work. Volunteer [illegible]. [illegible], 1 Victoria Road, London NW7 [illegible].

DIE BERLITZ-SCHULE HAMBURG, Westdeutschland, sucht Personen mit Muttersprache Englisch und Kenntnissen auf kaufmännischem Gebiet, um sie zu Englischlehrern auszubilden. Deutschkenntnisse Voraussetzung. Box [illegible], The Times, WC1N [illegible].

IMMEDIATELY available, vacancy for graduate teacher, two children, 12 and 13 years, in Greece. Pocket money, expenses. Island [illegible].—Write Powell, [illegible] Spetsai, Greece.

OVERSEAS WORK.—We can help you to find a good permanent or temporary position abroad.—Write for free information to Personnel Recruitment (IR), 80 Queensway, London W2.

Administration

Local Education Authority

BUCKINGHAMSHIRE
COUNTY COUNCIL
CAREERS SERVICE
SENIOR CAREERS OFFICER
(Salary scale AP4-5, £3,366 to £4,095 per annum.)

In the developing new city of Milton Keynes and surrounding rural area, based on an attractive modern office at Bletchley. To act as deputy to the Divisional Careers Officer and to do a wide range of advisory work in comprehensive schools and colleges, with particular responsibility for the more academic pupils and students.

Essential car allowance. Help with housing available. Removal expenses of up to £150 payable in approved cases.

Application forms and further details from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (Tel.: Aylesbury 5000 Ext. 6551).

Completed applications to be returned within 14 days of the appearance of this advertisement.

ROYAL SOCIETY OF HEALTH

MANAGER

Examinations Department

Salary approx. £5,000 p.a. in rising scale.

Our examinations are held in the U.K. and overseas on a variety of subjects, including Public Health Inspection, Food Inspection, Hygiene, Nutrition and Nursing, with considerable scope for expansion.

Applicants should have experience of syllabus formulation, course initiation and examination procedure, and be able to lead an existing team and establish new examinations.

Flexible working hours; good holidays; L.V.s; non-contributory pension scheme.

Applications marked 'Personal' to the Secretary, Royal Society of Health, 13 Grosvenor Place, London SW1X 7EN, or telephone 01-235 9961 ext. 35.

Lincolnshire

Education

Senior Adviser for Primary Education

SLEAFORD Soulbury 18-22

£5,013-£5,670 (under review)

Applicants should be well qualified persons with successful experience in advisory work or with experience at a senior level in primary schools who have been outstanding as teachers of young children and who, inter alia, have special skills or ideas about work in language and mathematics.

The base will be at the Sleaford Divisional Education Office and the work will be principally in the Sleaford Division but he/she will also be required to advise in the field of infant/nursery education on a County-wide basis.

Duties will commence on 1 January 1976 or at an earlier date by arrangement.

The County Council has agreed a scheme of removal and lodging allowances payable in appropriate cases and there is also the possibility of bridging loan facilities.

Application forms and further details can be obtained from the Director of Personnel and Central Services, Lincolnshire County Council, County Offices, Newland, Lincoln to whom completed forms should be returned by 19 September, 1975.

Association of Teachers in Technical Institutions

HIGHER EDUCATION OFFICER

Applications are invited for the above post. The Higher Education Officer will be responsible for all aspects of Higher Education (including Teacher Training). Experience in Higher Education in the public sector is desirable.

Salary within the range of Heads of Department III/IV (£6,231 to £7,632) plus Inner London Allowance.

Applications should be received by Friday, September 26th.

Details may be obtained from the General Secretary, ATTI, Hamilton House, Mabledon Place, London WC1H 9BH. Tel. 01-387 6806.

Morocco

ADVISER IN RESEARCH AND PRODUCTION OF TRAINING MATERIALS

At the African Training and Research Centre in Administration for Development, Tangier, to establish and administer the Training Materials Clearing House; identify and analyse training materials and advise on their design and development, to organise exchanges of information and training programmes and conduct surveys. Applicants, between 35 and 55 years, should have relevant post-graduate degree with wide experience in research, production and editing of training materials, and training in development administration. A working knowledge of French or Arabic desirable.
Appointment 2 years
Salary in accordance with qualifications and experience plus variable tax free overseas allowance in range £1,005-£2,515
Other benefits include free family passages, paid leave, children's education allowances and free accommodation and medical attention. All emoluments paid by the British Government. Applicants should normally be citizens of the United Kingdom.
For further information and application form, please apply giving age and details of qualifications and experience to:—

Appointments Officer
Ministry of
Overseas Development
Room F301
Eland House, Stag Place
London SW1E 5DH

VACANCY FOR A

PRIMARY TEACHER

IN THE

EUROPEAN SCHOOL, VARESE

The Department of Education and Science, the Welsh Education Office, and the Department of Education for Northern Ireland invite applications from experienced, qualified primary teachers for a post in the newly-opened English language section at the European School, Varese (Italy). This is one of six day schools with nursery, primary and secondary departments, age range 4 to 19, which cater primarily for children of people employed in Institutions of the European Communities.

The selected candidate will be responsible for taking the first class of the English language section which is to be opened at the Varese School, and will teach a small group of United Kingdom children covering ages 6 to 9. The section will be expected to grow in the next few years, and a second class is expected to open next year.

The successful candidate will be appointed from 1 January, 1976. A good working knowledge of at least one Community language, preferably Italian, in addition to English is necessary and will be tested orally at interview.

Basic annual salary is on the scale 300,276 to 527,3[illegible] Belgian Francs. In addition, cost of living, residence, head of household and children's allowances are payable where appropriate.

Application forms are available from Room 2/[illegible], Department of Education & Science, Elizabeth House, York Road, London SE1; tel.: 928 9222, extension 2043 and 3537 for candidates living in England and Wales; and from Room 401, Rathgael House, Balloo Road, Bangor, co. Down; tel.: Bangor 66311, extension 277, for candidates living in Northern Ireland.

Closing date for receipt of completed application forms is: Friday, 26 September.

A similar advertisement is being issued by the Scottish Education Department for candidates in Scotland to whom applications should be addressed.

---

ilea INNER LONDON EDUCATION AUTHORITY

Staff Inspector Primary Education

£9,407 - £10,424

A vacancy exists from 1 January 1976 for a Staff Inspector to be responsible for advising on Primary Education throughout the Inner London Education Authority.

The Staff Inspector leads a team of 9 Inspectors of primary education (two of whom are part-time) and 16 advisory teachers and with them maintains close contact with the schools to give help and advice to teachers individually and collectively. The Staff Inspector is closely associated with senior administrative colleagues and with other sections of the Inspectorate in a wide range of activities, including the oversight of teachers' centres and in-service training, aimed at improving the quality of primary education in Inner London.

Salary: £9,407-£10,424 (including £416 London Weighting Allowance) with opportunity for progress to £11,417.

Details and application forms from the Education Officer, (EO/Estab 2A/1) Addington Street Annexe, The County Hall, London SE1 7PB.

Forms to be returned by 26 September 1975.

HAMPSHIRE

CAREERS SERVICE

Applications are invited from men and women who are suitably qualified and experienced for the following posts:—

Post 2415A
SENIOR CAREERS ADVISER
(Further and Higher Education) to be based at Headquarters, Winchester
Salary Grade SO2 (£4,689-£4,992)

This vacancy is due to the resignation of the present holder. Her successor, who must have experience in and training for the Careers Service, will be required to act as a team leader in the development of the service to students in further and higher education establishments in Hampshire which was established in April 1974 and is highly regarded and well used.

Post 2415B
CAREERS ADVISER, Portsmouth
Grade AP2-4 (£2,529-£3,282)

This post is vacant following retirement of the previous holder. The person appointed will be a member of the Portsmouth Division team and will work in schools in that area.

Post 2416A
SPECIALIST CAREERS ADVISER
(Further and Higher Education to be based at Basingstoke)
Salary Grade SO1 (£4,239-£4,545)

This post within the Further and Higher Education Section has fallen vacant because of the promotion of the holder. Basingstoke is the headquarters of the Northern Division which includes Andover, Aldershot and Farnborough in its area. Experience in the Careers Service is essential.

Post 2416B
SPECIALIST OFFICER
Information, Headquarters, Winchester
Grade AP5/SO1 (£3,825-£4,545)

An officer with training for and experience in the Careers Service is sought to undertake some work in schools and to be responsible for the development of the Information Service.

Post 2416C
SPECIALIST CAREERS ADVISERS
Abler Pupils (two posts)
Winchester and Farnborough or Aldershot
Grade AP4/5 (£3,366-£4,095)

Two vacancies for Specialist Careers Advisers advising abler pupils have arisen. One is in the Northern Division, and will be based either at Aldershot or Farnborough, and the other is in the Central and Southern Division based at Winchester.

Post 2416D
CAREERS ADVISER
Andover (one post)
Grade AP2-4 (£2,529-£3,282)

This post is vacant following the promotion of the previous holder. The person appointed will be a member of the Andover District team within the Northern Division and will work in schools in that area.

A car allowance will be paid. Assistance is available for removal, legal and other expenses. In certain circumstances accommodation may be arranged and married officers may receive a subsistence allowance if separated from their families.

Please quote reference number of post when obtaining further particulars and application forms, returnable by 15th September, 1975, from the Personnel Officer, The Castle, Winchester, Hants, SO23 8UJ.

Chief Education Officer

Applications are invited from suitably qualified persons for the above post, which will become vacant on 1st April, 1976 on the retirement of the present Chief Education Officer.

The successful candidate will be the principal adviser of the Council and its committees on educational matters and will be responsible for the organisation and management of the education service. He will be a member of the Chief Officers' Management Team under the leadership of the Chief Executive.

The salary for the post £11,637 – £12,619.

Further particulars and application forms which should be returned by 26th September, 1975, are obtainable from the Chief Executive, Shire Hall, Gloucester, GL1 2TG, telephone Gloucester 21444, ext. 681.

Gloucestershire County Council

SURREY

COUNTY COUNCIL

COUNTY INSPECTORATE

GENERAL INSPECTOR OF SCIENCE

To share responsibility for work in Science throughout the County with another Inspector and an Assistant Inspector. An interest in Physical and Integrated Sciences an advantage.

GENERAL INSPECTOR OF SPECIAL EDUCATION

To be responsible for advice on special education throughout the County.

For both posts: the work involves taking general responsibility for a group of schools in addition to some specialist responsibility. The Inspectors will work as part of a local team from either our Woking or Guildford Area Office.

Applications should have substantial teaching experience, including some in senior posts. Should also have broad interests in education and be familiar with recent developments in their own field and more generally.

Salary £5,313-£5,991 (inclusive).

Application form from County Education Officer, Headquarters Section, County Hall, Kingston upon Thames, KT1 2DJ. Closing date: 22 September.

Senior Advisory Officer for Secondary Education

Soulbury points 26-30 (£6,390-£7,110, under review following Houghton award to teachers).

This officer is one of five who lead the advisory team. Responsibilities include assisting in the formulation of policy, stimulating and monitoring of educational developments, co-ordination of advisory activities in secondary schools, and work related to appointments and probationers.

Candidates must have wide experience, detailed knowledge and full understanding of secondary education, and be prepared to work within the overall context of the entire education service.

Closing date 17th September, 1975.

Adviser for Modern Languages

Soulbury points 18-22 (£5,013-£5,670, under review following Houghton award to teachers).

Candidates should have appropriate qualifications, detailed knowledge of their subject, substantial successful teaching experience and be willing to work as part of a team.

Closing date 19th September, 1975.

Generous re-settlement arrangements and car allowance for both posts.

Further information and application form from Director of Education, County Hall, Chichester, PO19 1RF, on receipt of self-addressed foolscap envelope. Candidates who previously applied for either post will automatically be reconsidered.

West Sussex County Council

Centre for Advice and Information on Educational Disadvantage

This Centre is a new agency concerned to give advice on good educational practice relevant to the education of the disadvantaged at all stages of education. The needs of minority groups are to be given special attention. It is an independent body, financed at present by direct grant from the Department of Education and Science. The chairman of its governing body is Sir Alec Clegg.

The Centre has 2 immediate vacancies. These officers are required to assist the Director (Mr C. D. Roberts HMI) in its establishment. Location is on the site of the Elizabeth Gaskell College of Education, within two miles of the centre of Manchester. Conditions of service and superannuation for both posts will be as for local government staff.

Administrative Officer (Local Authority Scale AP5/ Senior Officer 1-£3,825-£4,545)

This officer will be responsible to the Director for the efficient administration of the Centre, and will also act as secretary to the governors and deal with the accounts. Experience of public administration, especially in an educational context, would be an advantage.

Information Officer (Local Authority Scale Senior Officer 1/Senior Officer 2 £4,239-£4,992)

This officer will be mainly responsible for the establishment of the information and advisory services of the Centre. There is an exciting opportunity for the person appointed to pioneer a new service which will use both print and other media in its dissemination of advice. Experience as an information officer with public or specialist services, knowledge of the education system, ability to direct the work of others are looked for. Training in librarianship or information sciences would be an advantage.

Further details, including the procedure for application, can be obtained by writing to Mrs P. A. Fox, Department of Education and Science, Elizabeth House, 39 York Road, London, SE1 7PH, or by telephoning 01-928 9222, extension 2082.

Closing date 30th September, 1975.

Cheshire

Advisers
(3 posts)
£5331–£6930
(with bar at £6030)

The Authority's Advisory Service is based on area teams and these posts offer a combination of general advisory work and opportunities to develop specialist skills and interests. Varied teaching experience and ability to initiate and develop new ideas, to work with teachers and colleagues on an individual or group basis are essential.

Adviser for Further Education
(Management and Business Studies)

To be mainly concerned with developments in this field in colleges of further and higher education and secondary schools. Applicants should be experienced lecturers with backgrounds in Commerce, Industry or Public Administration.

Adviser for Home Economics

To be responsible for innovation and development in Home Economics at all stages—primary, secondary, further and special education.

Adviser for Special Education

Candidates should have successful teaching experience in a senior capacity in one or more branches of special education, an advanced qualification in special education and preferably experience with a range of handicaps.

Essential car user allowance payable. Removal expenses and disturbance allowance may be paid in appropriate cases.

For application forms and further particulars please send a foolscap s.a.e. to:

Director of Education,
Cheshire County Council,
County Hall,
Chester, CH1 1SQ.

Closing date: 19 September

COUNTY OF SOUTH GLAMORGAN

Youth and Community Organiser

Applications are invited from suitably qualified and experienced persons for the above post, to commence duties as soon as possible.

The person appointed will share responsibility with the Senior Youth and Community Organiser for the development, organization and administration of the County's Youth and Community Services.

The post will carry a salary based on the Soulbury Scale, range 13 to 17 £4,218 to £4,854 (under review).

Further particulars and application forms may be obtained from the Director of Education, County of South Glamorgan, Education Department, Kingsway, Cardiff, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

NATIONAL LANGUAGE UNIT OF WALES

Treforest, Pontypridd

Officer for the Preparation of Materials for Infant & Nursery Schools

Applications are invited for the above post which will involve preparation of materials for use in the development of Welsh in nursery and infant classes. Applicants must be qualified teachers fluent in Welsh who have specialised in either nursery or infant training (or both) at college, and who have teaching experience with these age groups. A.P.T. & C. Conditions of Service; Salary Burnham Scale 3.

Further details and application forms which must be returned by 17th September 1975 are obtainable from the undersigned, on receipt of a stamped addressed envelope.

Mid Glamorgan County Hall,
Cathays Park, Cardiff CF1 3NF.

J. L. BRACE,
Director of Education.

WEST GLAMORGAN County Council

Education Committee

Applications are invited from suitably qualified teachers for the following post in the Authority's Advisory Service:

District Adviser

(Primary/Special)

Salary—Educational Advisers Main Range (Points 18-22) £5,013-£5,670 p.a.

Application forms and further details of the post are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting "post reference OD/3.17.75".

CLOSING DATE: The closing date for the receipt of completed application forms is Friday, 26th September, 1975.

JOHN BEALE, Director of Education.
Education Department, Princess House, Princess Way, SWANSEA.

LONDON BOROUGH OF BARNET

EDUCATION DEPARTMENT
CAREERS SERVICE

Applications are invited from suitably qualified men and women for the following posts:

CAREERS ADVISER

Further Education

Salary AP5 £4,086-£4,356 inclusive.

Duties to include the development of careers services for students, in particular those attending full-time educational and vocational courses at local colleges of further education. Preference will be given for previous experience in the Careers Service. Ref. ADM/E/155a.

CAREERS OFFICER

Salary AP2/4 £2,790-£3,963 inclusive.

Students completing their training this year are invited to apply. Ref. ADM/E/156.

Further details and application forms from Director of Educational Services, Town Hall, Friern Barnet, London, N11 3DL, returnable by 19th September, 1975.
E. M. BENNETT, Chief Executive and Town Clerk.

ADMINISTRATION

Local Education Authority continued

DERBYSHIRE

COUNTY COUNCIL
EDUCATION COMMITTEE
CAREERS SERVICE
AREA CAREERS OFFICER
High Peak and West Derbyshire Area

Salary AP5 SO1 (£3,828-£4,518). Applications are invited for this senior post in the Derbyshire Careers Service.

This is one of four areas which the Careers Service is divided and the person appointed will be responsible for the administration, organisation and development of the work within the area. Previous experience in the Careers Service is essential.

An essential car user allowance is attached to the post.

Application forms and further information may be obtained from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG, to whom completed forms should be returned by 19th September, 1975.

G. W. Phillips, Director of Education.

HEREFORD AND WORCESTER

COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH SERVICE
COUNTY YOUTH OFFICER

Applications are invited for this appointment from suitably qualified and experienced men or women.

Salary on Soulbury (Youth Service Officers) senior range, points 21-24, £5,490-£6,030 per annum.

Application forms and further information from County Education Officer (A/AJW/D/65/17), Castle Street, Worcester.

LONDON

INNER LONDON EDUCATION AUTHORITY

AREA ORGANIZER, PLAY CENTRES AND JUNIOR CLUBS

Salary £3,426-£4,331 (including £312 London Weighting). All evenings.

Applications are invited from suitably experienced men and women. The person appointed will be based at Queensborough House, 12-18 Albert Embankment, London, SE1 7SX, and will be responsible for the Lewisham and Greenwich areas.

Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annexe, The County Hall, London, SE1 7PH.

Forms to be returned by 26 September, 1975.

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
AREA CAREERS OFFICER
South Norfolk Area

Salary: AP 6 (£3,828 to £4,095).

The main office is at present at Dereham but will be moving to Thetford. Applicants must be qualified Careers Officers or must have a minimum of five years professional experience in the Careers Service.

CAREERS OFFICER
CENTRAL AREA CAREERS OFFICE

Salary AP 3/4 (£2,922 to £3,702) for qualified candidates.

The Central Area Careers Office is in newly converted premises in the centre of Norwich. It is hoped to appoint someone with sufficient experience to warrant placing them near the top of the salary scale.

Candidates without previous Careers Service experience, but with a degree or equivalent qualification (this requirement might be waived to those over 27) would also be considered. If appointed a candidate in this category would be expected to undergo a two-year part-time course of professional training. Salary until completion of training—AP 2 (£2,529 to £2,853).

Further details of the post, together with application forms obtainable from the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL, to be returned not later than 19th September, 1975.

NORTH YORKSHIRE

(County of)
EDUCATION DEPARTMENT

Applications are invited for the post of CAREERS OFFICER at the HARROGATE AREA Careers Office, Jesmond House, Victoria Avenue, Harrogate.

Salary scale AP.2-3-4: £2,529 to £3,702.

Application forms (to be returned by 22nd September) and further details from the County Education Officer, County Hall, Northallerton, North Yorkshire DL7 8AE.

WAKEFIELD

(City of)
METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

TRAINEE CAREERS OFFICER
Trainee Grade £1,215-£2,853

This post is intended for those wishing to obtain practical experience before undertaking a course leading to the Diploma of the Youth Employment Service Training Board. Applicants should preferably be graduates; although consideration will be given to those who hold an equivalent qualification.

Application forms may be obtained from and should be returned to the Secretary, Town Hall, Wakefield, by 17th September, 1975.

General

LONDON UNION OF YOUTH CLUBS

AREA FIELD OFFICER

Required as soon as possible to join enthusiastic and professional team of Field Officers and to be responsible for group of boroughs in East London with help of part-time assistant field staff.

Qualified YOUTH WORKERS / TEACHERS / SOCIAL WORKERS, with a wide range of interests, are invited to apply for this senior post, especially suitable to young qualified Youth Worker seeking opportunity to move from full-time Leadership to field work responsibility.

Salary payable: Soulbury range £3,630 to £4,218 plus London Allowance £301. Travel and subsistence allowance payable.

Car essential.

Application forms and further particulars (stamped addressed envelope please) from Chief Executive, L.U.Y.C., St. Anne's House, Venn Street, London SW4 0BW.

LONDON, N.W.1

NALGO EDUCATION DEPARTMENT
SENIOR OFFICER

Applications are invited from people interested in, and able to contribute to, the work of the department, which provides a wide range of trade union education and vocational training services. Applicants should have relevant academic or professional qualifications, and or proved industrial relations experience in a voluntary or paid capacity. Substantial administrative or adult education teaching experience will also be expected. The salary range is £4,620 to £5,375 (including London Weighting).

Application forms and further information from the General Secretary, NALGO House, 8 Harewood Row, London NW1 6DU. Forms should be returned by 12 October, 1975.

NORTHERN IRELAND

BRITISH AMATEUR ATHLETIC BOARD

NATIONAL ATHLETICS COACH AND DEVELOPMENT OFFICER

The British Amateur Athletic Board invite applications for appointment to the position of a NATIONAL ATHLETICS COACH AND DEVELOPMENT OFFICER. The appointment will be on contract for an initial period of three years and the successful applicant will be required to reside and work in Northern Ireland. Commencing salary within the Pelham Scale as administered by the B.A.A.B. according to qualifications and experience. Travel and subsistence allowances are additional. Applicants should have considerable coaching experience and either hold a Diploma in Physical Education or have an equivalent educational qualification.

Applications stating age, qualifications and experience, together with the names of two referees, should be received not later than 20th September 1975 by the Honorary Coaching Secretary, British Amateur Athletic Board, Coaching Office, 53 [illegible] Lane, Lower Ashtead, Surrey, from whom application forms and further particulars may be obtained.

PROFESSIONAL ASSOCIATION OF TEACHERS

This rapidly growing Association requires a full-time FIELD OFFICER to join its Headquarters staff in Derby. Working as one of a small but enthusiastic team, the person appointed will, amongst other duties, have specific responsibility for advising and assisting members of the Association who encounter difficulties in connection with their employment as teachers. A detailed knowledge of teachers' salaries and conditions of service is therefore a prime requisite but equally important is the ability to understand people. Prospects for a person with initiative and enthusiasm are excellent. Salary will be on Burnham Scale 3 for qualified assistant teachers.

Letters of application, accompanied by full curriculum vitae and the names and addresses of two referees, are invited from serving or former teachers or from others with a suitably wide knowledge of teachers' salaries and conditions of service. They should be submitted as soon as possible but in any case not later than the 22nd September to:—

The Administrative Officer, Professional Association of Teachers, 24 The Strand, Derby DE1 1BE, marking the envelope "Confidential".

Re-advertisement: previous applicants need not reapply.

Child Care

ISLINGTON

(London Borough of)

GISBURNE HOUSE
95 Gammons Lane, N. Watford
Hertfordshire

A CAREER IN SOCIAL WORK

Gisburne House is a Residential Community Home providing care, education and treatment for 32 children.

We have two vacancies for

SENIOR RESIDENTIAL SOCIAL WORKERS (RCCOs)

To take responsibility as group leaders for the management and imaginative development of a group of older boys and girls. These posts are suitable for persons with good relevant experience in working with children and young people. Applicants should be able to offer support and leadership to a multi-disciplinary staff team as well as being actively involved with children.

Salary R.C.C.O. 3, £2,364 to £2,853 plus £150 qualification allowance, less £155 for residential emoluments. But only single accommodation is available at present.

Initial inquiries and further particulars are available from Mr Roy Donnelly at the above address, telephone Watford 26139. Application forms from Director of Social Services, London Borough of Islington, 17 Islington Park Street, London N1 1QF. Telephone number 01-359 3555, quoting reference SS AS 447.

LONDON, S.E.5

ARE YOU LOOKING FOR A CHALLENGING JOB IN A CARING GROUP?

Starting salary over £2,000 if you have a relevant qualification (including teaching).

If you want to care for children, we can offer you a job as a Houseparent with Southwark Social Services.

We are looking for imaginative, caring people with time, talent and a willingness to share these with children of all ages in both day care and residential units.

Salary ranges are: £1,851 to £2,679 Resident, £1,962 to £2,558 Non-Resident in Sidcup, £2,082 to £2,658 Non-Resident in Southwark. £150 per annum is payable to those holding a relevant qualification (including teaching).

For information and an informal interview, ring 01-703 6363 extension 335 and ask for Fred Bloomfield, Senior Social Worker, Residential.

Telephone 01-701 2870 any time for an application form or write to The Personnel Officer, London Borough of Southwark, 27 Peckham Road, SE5 8UB. Please quote reference TES 15/6374 and job title.

SUSSEX

GREAT SANDERS SCHOOL
Sedlescombe, Battle

The following members of staff are required for this Independent Recognised boarding school for 48 emotionally disturbed boys.

Non-Resident HOUSEMOTHER. Experience in residential work is essential. The person appointed will have patience, understanding, a sense of humour and a willingness to participate fully in the life of the school. The work involves two weekends in three and some evening work. 12 weeks' annual leave. Salary R.C.C.O. 1.

Resident or Non-Resident HOUSEMASTER. A young MAN experienced in residential work or youth work who has the ability to enthuse, stimulate and control through example and encouragement is required as soon as possible to complete a team of four. He also needs common sense, patience and a sense of humour together with the resilience and stamina to stand up to the multiplicity of demands made upon adults in this field. 12 weeks' annual leave. Salary R.C.C.O. 3.

Applications for the above two appointments immediately to the above address giving details of age, experience, etc., and the names and addresses of two referees. For further details or an informal chat please ring Sedlescombe 366.

Educational Psychologists

SEFTON

(Metropolitan Borough of)
EDUCATIONAL PSYCHOLOGISTS
Soulbury Scale 13 to 23 £4,218 to £5,670

Applications are invited from fully qualified and preferably experienced educational PSYCHOLOGISTS for posts in a developing psychology service.

Successful candidates will be based at the central office of the Education Department in Crosby and will join a team providing a comprehensive psychological service to schools and other agencies. The authority is developing a lively and adventurous service which is keen to explore new ideas and foster individual interests.

Sefton is an area of great variety and interest, situated to the North of Liverpool whose centre, with its cultural amenities, is only a few miles away. It has the advantage of being on the coast and within easy reach of the outstanding beauty spots of rural Lancashire and the Lake District.

Starting salary may be above the minimum in suitable cases and a car allowance is payable.

Application forms and further particulars from the Chief Education Officer, Education Department, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG, to be returned within two weeks of the appearance of this advertisement.

Examiners

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

(Certificate of Secondary Education)

Applications are invited for the following posts:

CHIEF EXAMINERS in the following subjects:
WOODWORK.
HISTORY (Assistant Chief).
OFFICE PRACTICE.
MATHEMATICS Alternative C.
ENGINEERING WORKSHOP THEORY AND PRACTICE.
CHIEF MODERATOR in SPOKEN ENGLISH.
MODERATOR for Mode III schemes in SOCIAL STUDIES.
MODERATOR for FRENCH PROJECT.

Application forms and further details may be obtained from the Secretary, Associated Lancashire Schools Examining Board, 77 Whitworth Street, Manchester M1 6HL. Completed applications should be received not later than 22 September 1975.

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

(Certificate of Secondary Education)

Applications are invited for the following posts:
CHIEF EXAMINER IN ART, CRAFT AND DESIGN
CHIEF EXAMINER IN COMPUTER STUDIES

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, Nottingham, to whom completed application forms should be returned not later than October 1975.

SOUTH WESTERN EXAMINATIONS BOARD

FOR THE CERTIFICATE OF SECONDARY EDUCATION
VACANCIES FOR CHIEF EXAMINERS

Applications are invited for the following posts:—
CHIEF EXAMINERS
BIOLOGY.
BUSINESS STUDIES.
OFFICE PRACTICE.
DRAMA.
GEOGRAPHY.
MATHEMATICS.
TYPEWRITING.

Applicants must be serving in participating schools within or outside the area of the Board, and must be familiar with the level of ability of the candidates for the Certificate of Secondary Education Examinations. Application forms and further details may be obtained from the undersigned by sending a stamped addressed foolscap envelope marked "Chief Examiner". Completed application forms should be received by the Board not later than Monday, 22nd September, 1975.

H. C. M. Household, Secretary to the Board, South Western Examinations Board, 23-29 Marsh Street, Bristol BS1 4BP.

---

ilea

A Special Kind of Care

Children who are emotionally disturbed or backward need a special kind of care. The ILEA has 40 boarding schools in London and S.E. England where children are educated according to their needs and abilities. Resident Housematrons and Housefathers are needed to help with the important work of caring for the children and encouraging them in their out of school activites.

Previous experience is helpful but not essential.

The service offers a valuable widening of experience for candidates who wish to extend their practical knowledge of Residential Care.

Salary is on the scale £2357-£2921
commencing according to age and experience.

For further details please apply to Mrs. Yapp (EO/Estab. 6), The County Hall, London SE1 7PB or telephone 01-633 7465.

Bedfordshire

Assistant County Careers Officer

(South Bedfordshire)

Salary Range SO2 £4,689-£4,992

Applicants should be suitably qualified and have had wide experience in a Local Authority Careers Service. The successful candidate will be based in Luton.

Further details, application form and details of fringe benefits from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, or telephone Mr. K. Fossey, Bedford 63222, Extension 246.

Closing date: 17.9.75.

Applications are invited from suitably qualified and/or experienced persons for the following post in the District Recreation Department, based at the

Epping Sports Centre

Assistant Manager

Miscellaneous Grade 6 (£2,529-£2,691 a year) plus £180 a year London Inner Fringe weighting allowance

The officer appointed will be responsible directly to the Sports Centre Manager, and will have responsibilities in all aspects of the running of the Centre, including general administration, organisation of activities, supervision of staff, care and maintenance of equipment, catering and licensed facilities.

The successful candidate will also have various coaching commitments within the Centre, and, in particular, an interest in gymnastics, trampolining and racket sports would be an advantage. The post requires the ability to create good public relations.

Please quote Ref: R/26B. Closing date 16th September, 1975.

This post is open both to men and women.

Application forms may be obtained from the District Personnel Officer, 323 High Street, Epping, Essex, CM16 4BZ (Tel: Epping 77344, Ext. 201).

Epping Forest District Council

City of Birmingham EDUCATION DEPARTMENT

CORPORATE PLANNING STAFF

The City, which is the largest metropolitan district created under local government reorganisation, is developing a system of corporate management which will include a central Intelligence Unit in the Chief Executive's Office and staff with specific corporate planning responsibilities within the major departments.

Applications are invited for the following posts in the Education Department which is one of seven departments represented on the Authority's Principal Chief Officers Management Team:

Corporate Planner:

Grade PO2(f) (£6,729-£7,407 per annum)

This senior officer will have responsibility for ensuring the Education Department's contribution within the process of corporate management and will be expected to contribute to the administration of the education service generally within the City.

Applicants should have a professional qualification and relevant experience at a senior managerial level.

Research Assistant:

Grade SO1/2 (£4,239-£4,992)

This officer will be expected to assist the Corporate Planner and duties will include researching and reporting on issues of concern. Applicants should have a professional qualification and relevant experience preferably in local government.

Further information and application forms from the Chief Education Officer, Administration Division, Education Department, Council House, Margaret Street, Birmingham B3 3BU.

Closing date for application: Friday, 19th September, 1975.

(V18868)

DORSET EDUCATION AUTHORITY

Institution of Higher Education

Appointment of DIRECTOR

Applications are invited from graduates with substantial experience in the fields of higher and/or further education and who hold or have held posts carrying senior management responsibilties within a college. The salary range is likely to be that appropriate to a Group 9 College.

This new institution will be formed from an amalgamation of the advanced work of the Bournemouth College of Technology with the Weymouth College of Education. The Authority are looking for a person of proven ability, with energy and vision, capable of developing sound and imaginative long term plans but also conscious of the immediate constraints of the present economic situation.

Application forms and further particulars may be obtained from R. D. PRICE, B.A., County Education Officer, County Hall, Dorchester, Dorset, DT1 1XJ. Closing date for the receipt of applications will be 29th September.

Chief Adviser

The Education Committee invite applications from men and women with extensive senior experience in education for this key post. The Chief Adviser will be responsible for co-ordinating the work of a team of 32 Advisers and a considerable number of advisory teachers.

Present salary range £7,290-£7,911 (Soulbury—Points 31:34). (This scale may be subject to review following any Arbitration decision.)

Application forms (to be returned by 26th September) and further details from Chief Education Officer, County Hall, Exeter, Devon.

DEVON

BOROUGH OF SUNDERLAND

EDUCATION DEPARTMENT
Readvertisement

Further Education Organiser

Soulbury Scales Points 18-22 (£5,013-£5,670) (under review)

Applications are invited for the above post to share responsibility for the organization and administration of Adult Education and Non-Vocational Classes in the Borough. Applicants should be trained and qualified teachers with appropriate experience of Informal Education. The possession of a degree of a British university would be advantageous. Application forms and further details from the Director of Education at the address shown below to arrive not later than 19th September, 1975. In the case of an appointee from outside the Borough, the Authority is prepared to assist with removal expenses and lodging allowances for a limited period.

Town Hall and Civic Centre,
Sunderland SR2 7DN.

L. A. BLOOM
Chief Executive.

LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE

SOUTHGATE TECHNICAL COLLEGE

Principal: W. A. G. Easton, MA CEng FIMechE FRSA

CHIEF ADMINISTRATIVE OFFICER AND CLERK TO THE GOVERNING BODY

(£5,253-£5,838)

Required from 1st November, 1975, or as soon as possible thereafter.

Details and application forms are available from the Principal, Southgate Technical College, High Street, London, N14 6BS on receipt of a s.a.e. Please mark both envelopes clearly with the job reference (S76) in which case no letter is necessary. Completed applications to be returned within 14 days of the appearance of this advertisement.

NOTTINGHAMSHIRE COUNTY COUNCIL
LEISURE SERVICES DEPARTMENT

SENIOR YOUTH AND COMMUNITY OFFICER

We require a qualified and experienced person, used to dealing with young people, for this position. Salary will be within the range £4,695-£5,331 p.a. on the Soulbury Scale, points 16-20.

This additional post marks the commencement of an innovative process in the Nottinghamshire Youth and Community Service and offers the opportunity for re-appraisal of existing practice and substantial involvement in its development. The position is one of three Senior posts in the County and the successful applicant will have a generic responsibility throughout the County in addition to his/her specialist development function.

Assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Further details and application forms can be obtained from the Director of Leisure Services, Youth and Community Division, Exchange Buildings South, Cheapside, Nottingham. Closing date: 19th September, 1975. Please quote post title and ref LY2/145.

ROYAL COUNTY OF BERKSHIRE
Careers Service

Applications are invited for the post of

CAREERS OFFICER

(Team Leader)

at the Reading Careers Office

Applicants must have experience in the Service and hold professional qualifications.

Salary scale: AP4/5, £3,366-£4,095 p.a.

Assistance towards removals; car allowance available.

Application forms and further particulars from County Personnel Officer, Shire Hall, Reading, or telephone Reading 55961, ext. 279 or 302.

Closing date: 18th September, 1975.

Mid Glamorgan
COUNTY COUNCIL

Education Department

CAREERS ADVISERS

(3 Posts)

To serve at various District Careers Offices in Mid Glamorgan as required

SALARY: £2,922-£3,702. Commencing salary may be above the minimum of the Scale.

Degree, Diploma in Municipal Administration or equivalent.

Diploma in Vocation Guidance or equivalent.

NATIONAL CONDITIONS OF SERVICE

Application forms (on receipt of a stamped addressed foolscap envelope) and further details from the Director of Education, County Hall, Cardiff, to whom they should be returned by 15th September, 1975.

Administrative Assistant

Salary Scale £3,825-£4,095

The Local Government Training Board is seeking an Administrative Assistant as head of a section in the examinations department concerned with the administration of two major police promotion examinations for which the Board has responsibility.

Both examinations have a large number of candidates and the administrative work is computer-based. Applicants should preferably have experience in the administration of examinations and some knowledge of computer data processing. Possession of a degree or professional qualification would be an advantage. The post, based at Luton, will be subject to local government conditions of service and superannuation.

For further details and an application form please apply to:—

The Personnel Assistant,
Local Government,
Training Board,
8 The Arndale Centre,
Luton LU1 2TS.

LGTB

Closing date for return of application forms: 19th September, 1975.

ASSISTANT KEEPER–NATURAL HISTORY

(Edinburgh)

. . . for a new post carrying responsibility for the collections of vertebrates, with particular reference to fish. Duties involve the acquisition, identification and cataloguing of specimens, exhibition work and answering enquiries from the general public and scholars. Candidates must have a degree with 1st or 2nd class honours, or an equivalent qualification. Interest in fish systematics essential and knowledge of field techniques desirable.

Salary: As AKI £4,400-£7,110 or AKII £2,395-£3,900. Level of appointment and starting salary according to age, qualifications and experience. Non-contributory pension scheme.

For further details and an application form (to be returned by 26th September 1975), write to Royal Scottish Museum, Chambers Street, Edinburgh EH1 1JF. Please quote G(37)382.

ROYAL SCOTTISH MUSEUM

British Museum Research Assistant

(Prints and Drawings)

. . to deal with enquiries (including the preliminary inspection of prints and drawings brought in for opinion); periodically supervise the Students' Room; index and place new acquisitions; assist in maintaining the subject-index of periodical literature, mounting exhibitions, and preparing publications.

Candidates (aged under 27) must have a degree, preferably with honours, in History or the History of Art or Classics or a closely related subject, or an equivalent qualification, and good reading knowledge of French and German. General knowledge of, and interest in, the history of European art from the Renaissance onwards, and good reading knowledge of Italian, advantageous.

Starting salary may be above the minimum of the range £2,560-£3,935. Promotion prospects. Non-contributory pension scheme.

For further details and an application form (to be returned by 24 September, 1975) write to Civil Service Commission, Alencon Link, Basingstoke, Hants. RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours) or London 01-839 1992 (24 hour answering service). Please quote ref. G(34)382.

SENIOR INSTRUMENT INSTRUCTOR

Uskmouth Training Centre, Near Newport, Gwent

The successful applicant, who will be based at the Uskmouth Power Station site, will give theoretical and practical instruction on applied electronics and maintenance of modern instrumentation. He will also assist the Head of the Centre in preparation of training programmes and day to day administration.

Applicants should have served an apprenticeship in instrumentation or Electronics and should possess an appropriate H.N.C. or Full Technological Certificate of the C.G.L.I. Teaching or training experience would be desirable.

Conditions of service and salary in accordance with the grade of Second Engineer within the NJB Agreement. Salary within the range £4,030-£5,530 plus £120 per annum Responsibility Allowance plus £229.35 per annum. Threshold Agreement Payment.

Application forms, which should be completed and returned quoting vacancy number 203/75/TES by not later than 30th September, 1975, are obtainable from Bristol 32251 Extension 324, or by writing to the Personnel Manager.

Central Electricity Generating Board
South Western Region
Oakfield Grove, Clifton,
Bristol BS8 2AS

EXAMINERS
Appointments
continued

SOUTH WESTERN EXAMINATIONS BOARD
FOR THE CERTIFICATE OF SECONDARY EDUCATION
VACANCY FOR ASSISTANT CHIEF EXAMINER

Applications are invited for the following post
ASSISTANT CHIEF EXAMINER MATHEMATICS

Applicants must be serving in participating schools within or outside the area of the Board, and must be familiar with the level of ability of the candidates for whom the Certificate of Secondary Education Examinations are designed.

Application forms and further details may be obtained from the undersigned by sending a self-addressed foolscap envelope marked "Assistant Chief Examiner".

Completed application forms should be received by the Board no later than Monday, September 22, 1975.

H. I. M. Household, Secretary to the Board, South Western Examinations Board, 23-29 Marsh Street, Bristol BS1 4BP.

SOUTH WESTERN EXAMINATIONS BOARD
FOR THE CERTIFICATE OF SECONDARY EDUCATION
VACANCY FOR CHIEF MODERATOR

Applications are invited for the following post
CHIEF MODERATOR COMPUTER STUDIES

Applicants must be serving in participating schools or in schools or colleges of education within or outside the area of the Board, and must be familiar with the level of ability of the candidates for whom the Certificate of Secondary Education Examinations was designed.

Application forms and further details may be obtained from the undersigned by sending a self-addressed foolscap envelope marked "Chief Moderator".

Completed application forms should be received by the Board no later than Monday, September 22, 1975.

H. I. M. Household, Secretary to the Board, South Western Examinations Board, 23-29 Marsh Street, Bristol BS1 4BP.

YORKSHIRE
YORKSHIRE AND HUMBERSIDE COUNCIL FOR FURTHER EDUCATION
Bowling Green Terrace, Leeds LS11 9SX

Applications are invited for appointment as EXAMINER for the following papers for session 1975-76.

155-1 MECHANICAL ENGINEERING CRAFT PRACTICE (Part I)
01 Craft Theory and Related Studies
230-1 GENERAL COURSE IN ENGINEERING
05 Engineering Drawing (Assistant Examiner).
255-1 MECHANICAL ENGINEERING TECHNICIANS' (Part I)
01 Non-Metallic Materials
280-1 ELECTRICAL INSTALLATION TECHNICIANS' (Part I)
01 Electrical Engineering Principles
555 O.N.C. in ENGINEERING
06 Electrical Engineering B.
07 Materials and Structures
591-1 PAINTING AND DECORATING (Construction Industry) Craft Course
01 Craft Theory and Associated Subjects
625-1 GENERAL COURSE IN CONSTRUCTION
03 Science
04 Construction Drawing
626-1 CONSTRUCTION TECHNICIANS' (Part I)
01 and 02 [illegible] I and II
615 O.N.C. in CONSTRUCTION
01 Construction Technology
03 Materials and Structures
700-1 BASIC CATERING [illegible]
01 Written Paper
02 Assessed Practical Course-work Assessor
901 CERTIFICATE IN SECRETARIAL STUDIES
03 Secretarial Duties
07 Typewriting II
11 Audio-Typewriting I
920-921 CERTIFICATE IN OFFICE STUDIES (Part-time and Full-time)
05 Business Calculations
08 Machine Calculating
14 Shorthand
15 French
922-923 HIGHER CERTIFICATE IN OFFICE STUDIES (Years I and II)
02 and 11 Office Organisation I and II.
03 and 12 Clerical Operations and Procedures I and II
04 and 13 Costing I and II
05 and 14 Accounts I and II
903 O.N.C. IN BUSINESS STUDIES
01 Economics
02 English
07 Principles of English Law
03 Elements of Statistics
06 Economic Geography
09 Mercantile Law
10 Elements of Commerce in Business
12 Elements of Banking
921 O.N.C. IN PUBLIC ADMINISTRATION
05 Economics with special reference to Public Finance
09 Sociology

Requests for application forms, with stamped addressed envelopes, should be sent to the Secretary at the above address, and completed forms should be returned by 19th September, 1975.

Ancillary Services

WEST SUSSEX
S. MICHAEL'S BURTON PARK
Petworth

(Independent Boarding School for 300 girls under the Woodard Corporation)

Wanted in January, Resident SANATORIUM SISTER (S.R.N.).

Please apply, with full particulars, to the Headmistress.

Miscellaneous

NORFOLK
MUSEUMS SERVICE
(1) ASSISTANT EDUCATION OFFICER

Salary: A.P. 4/5 £3,556 to £4,095

The appointment will be based at Norwich Castle Museum where responsibilities include direct museum teaching at all levels, leisure-time and holiday activities and a children's museum club.

A qualified TEACHER with a degree and successful school experience essential, museum experience desirable. Archaeology or natural science background an advantage.

(2) [illegible] Salary A.P. [illegible]

The [illegible] Norwich [illegible] duties include [illegible] guided tours [illegible] department [illegible] museum club.

A qualified [illegible] interest [illegible] required.

Norfolk [illegible] scheme for the [illegible] [illegible]

Further [illegible] forms [illegible] Director, Norfolk [illegible] Castle Museum [illegible] closing date [illegible] 1975.

BRISTOL
THE POLYTECHNIC
DEPARTMENT OF [illegible]
PHOTOGRAPHIC [illegible]

[illegible]

Salary [illegible]

Further details and application forms [illegible] returned by 18 September 1975 [illegible] Personnel [illegible] Polytechnic [illegible] BS7 [illegible]

Please quote [illegible] number TES [illegible]

LONDON BUSINESS SCHOOL
QUALITY OF WORKING LIFE

A SENIOR RESEARCH OFFICER is required [illegible] or as soon as possible thereafter to develop [illegible] module for [illegible] of Working Life to [illegible] industry. The [illegible] candidate will be [illegible] with the application of social science to management, and must show evidence of the ability to persuade managers, workers' representatives and other interest groups that the [illegible] is valid and relevant to their concerns.

The appointment which is sponsored by the Foundation for Management Education will be for two years on the [illegible] Scale [illegible] for 1975/76.

Applications including a curriculum vitae, and two referees should be submitted by September 19th to [illegible] London Business School, Sussex Place, Regent's Park, London NW1 4SA.

LONDON
INNER LONDON EDUCATION AUTHORITY
[illegible] Street, N.W.8.
SCHOOL OF DRAMA [illegible]

[illegible] Salary in accordance with the Burnham [illegible] £3,377 [illegible] London Allowance.

Further details and application form [illegible] September, 1975 from the [illegible]

CAMBRIDGE
EDITOR OF CORRESPONDENCE COURSES

The National Extension College requires a Courses Editor from October. He or she will be responsible for a wide range of [illegible] all subjects. The work [illegible] every production stage from manuscript to finished art work as well as [illegible] of texts [illegible] use.

Applicants should be graduates and be able to offer experience in at least one of: (a) teaching (preferably adults); (b) educational technology; (c) curriculum development; (d) editing; (e) [illegible] education.

The Courses Editor [illegible] work very closely with [illegible] and correspondence [illegible] should be free to travel [illegible]

Application forms and further details are available from [illegible] Freeman, National Extension College, 131 Hills Road, Cambridge CB2 1PD. (Tel. 0223 [illegible])

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible] CENTRE
Dyffryn Gardens, St. Nicholas, near Cardiff

RESIDENT WARDEN. Salary [illegible] £7,074

This vacancy arises as a consequence of the promotion of the present Warden and it is hoped the successful applicant will take up duties in November, 1975. Candidates must be graduates or qualified teachers and must have had [illegible] experience, and considerable experience in the in-service training of teachers.

National Conditions of Service.

Application forms (on receipt of a stamped addressed foolscap envelope) to be returned by 19th September, 1975, and further details from the Director of Education, Glamorgan County Hall, Cathays Park, Cardiff.

NORFOLK
THE PICKENHAM CENTRE
Swaffham

is a residential careers education centre which requires another member of staff for January, 1976. He or she is likely to be 23 [illegible] and will probably be a graduate with a Dip.V.G. or a comparable qualification and a person who has worked in industry, teaching or careers service and is in sympathy with the Christian commitment of the Pickenham Trust. He/she will be in charge of the [illegible] social skills course for young workers and also help with careers work.

Further information from the Director, the Pickenham Centre, Swaffham, Norfolk, to whom applicants should write, giving curriculum vitae and the names of referees.

LANCASHIRE EDUCATION AUTHORITY

Appointment of

Qualified Educational Psychologists

Applications are invited for appointment to the above mentioned posts in the following Areas:

Area 1—(Districts 1 & 2—Lancaster & Wyre)
Area 2—(Districts 4, 5 & 6—Blackpool, Fylde & Preston)
Area 4—(Districts 3, 10 & 11—Ribble Valley, Blackburn & Hyndburn)
Area 5—(Districts 12, 13 & 14—Burnley, Pendle & Rossendale)

Applicants should possess an Honours degree in Psychology, teaching experience and post graduate training in educational psychology or equivalent qualification.

Salary: Education Psychologists Soulbury Scale, Points 6-22 (£3,225-£5,670 p.a.), but it is envisaged that the appointments will be made within the points range 16-22 (£4,695-£5,670 p.a.) according to experience and qualifications.

Successful applicants will be appointed to one of the Area Teams consisting of 3 to 4 Educational Psychologists, led by a Senior Educational Psychologist.

Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, Preston, PR1 8RJ, to whom completed application forms should be returned by 30th September, 1975, quoting reference A270/10/MM.

Group Worker

Hickory Dickory Dock
The Social Worker ran round the clock
Again, and again
But not much changed
Isn't it time we took stock?

Want to change tracks? There is a new position working with the under 5's and child minders in Lambeth where you'll have a high degree of freedom, flexibility and responsibility to develop and carry out the programme.

If you see yourself as a warm supportive person interested in young children and those who care for them, we'd like to hear from you whether you are a qualified *Teacher, Social Worker, Play Leader, Psychologist* etc. as long as you are a responsible person.

Contact Nick Thompson 274 7722 ext 464 or 566.

Salary: S.W. Scale £2,445-£3,702 plus L.W. £381.

LAMBETH

Please write for an application form to the Recruitment Section, Directorate of Social Services, London Borough of Lambeth, 234-244 Stockwell Road, London, SW9 9SR, or telephone 01-274 7722, Ext. 662. Please quote reference number /66 and job title when applying.

BORDERS REGIONAL COUNCIL
BORDERS HEALTH BOARD

Applications are invited from suitably experienced Chartered Librarians for the post of

Librarian

In charge of the library of the College of Nursing and the Medical and Nursing Libraries at Peel and Dingleton Hospitals.

This is a new post and the person appointed will be a member of the Borders Regional Library Staff seconded to the Health Service. Salary scale £3,474-£3,[illegible] plus £150 responsibility payment.

Further particulars and application forms may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St Boswells, TD6 0SA, with whom applications should be lodged not later than 15th September, 1975

RECREATION SUPERVISOR

LEISTON SPORTS CENTRE

£2,529–£2,853 per annum

required by the County Education Department at the joint provision scheme situated at Leiston High School, consisting of Sports Hall, Activities Room, two Squash Courts and full social provision.

Removal and settling in payments available if eligible. Practical experience in physical education/recreation either in schools or H.M. Forces desirable. Some experience in administration would be an advantage. This post offers an excellent start to a career in Recreational Management.

Further particulars and application forms (returnable by 22nd September) from the County Education Officer, County Hall, Ipswich (ref. FDM).

Suffolk County Council

MISCELLANEOUS
Appointments
continued

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SEVENOAKS DIVISION
EDENBRIDGE C.P. SCHOOL
Edenbridge, Nr. Sevenoaks, Kent

TEACHER required for new unit for gypsies of primary and secondary age ranges, to take responsibility for older children and daily organisation of whole unit. Experience with gypsies desirable.

Scale 2 post available for suitable applicant.

Please apply direct to the Headmaster at the school.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON EDUCATION AREA

PLAY LEADER required. Salary within Scale 2 for Youth Leaders and Community Centre Wardens (£2,712 to £3,537 per annum).

Application form and further particulars available from the F.E. Section, Area Education Office, Royal York Buildings, Old Steine, Brighton, returnable within 14 days of this advertisement.

LONDON

Part-time TUTOR in ENGLISH and subsidiary FRENCH required immediately to prepare small groups of girls for "O" levels, 2 days a week, Mondays and Tuesdays preferred.

Apply Principal, Miss Dixon and Miss Wolfe, Tutors, 25, Victoria [illegible] Street [illegible] Tel. 01-[illegible] evenings and weekends, or 01-222 7117 daytime from 8th September.

LONDON, N.1
WHITE LION STREET
FREE SCHOOL

Wants full-time experienced and determined TEACHER to work primarily with 11 to 16-year-olds on basic skills and information projects in small all-age non-hierarchical community school and centre. Low pay.

Please write first to: 57 White Lion Street, London, N.1.

LONDON, N.W.1
ST. MARYLEBONE GRAMMAR SCHOOL
Marylebone Road.

PART-TIME staff required to teach OBOE, CLARINET, BASSOON, BRASS and VIOLIN.

Apply in writing to Music Director, The Cottage, 14 Lime Grove, New Malden, Surrey.

LONDON, S.E.18

ABLE STRING PLAYERS doubling Wind offered professional career giving experience in all repertoire from Chamber to Symphonic combinations.

Average salary after 6 months—£2,240.

Competent players 18-26 years apply for audition and further details to the Director of Music, Royal Artillery Orchestra, Woolwich SE18 4BB.

English as a Foreign Language

BERKSHIRE

Full time, residential post available September for young, single GRADUATE TEACHER. Four-day teaching week. Suit research student.

The Principal, Padworth College, nr. Reading.

LONDON, W.2

DIRECTOR of STUDIES required by Stanton School of English, Bayswater, for evening work. Hours and salary negotiable. E.F.L. background and qualifications essential. Directorial experience not essential. —Excellent opportunity for career E.F.L. teacher. Tel. 229 4265.

LONDON, W.2

Owing to expansion, Stanton School of English, Bayswater, requires E.F.L. teachers for evening work as soon as possible. Formal E.F.L. training essential. Favourable salaries plus profit-sharing. Tel. 229 4265.

EFL qualified and experienced teachers required [illegible] in Central London.—Tel.: 459 3736 after noon.

FULL-TIME TEACHER of E.F.L. required immediately by School of English in North London. Write with full details and refs. to the Principal. Only teachers with relevant experience or qualifications will be considered. —Box TES 1889, The Times, WC1X 8EZ.

Appointments Wanted

EXPERIENCED teacher with German teaching qualification and London University TEFL qualification seeks TEFL and/or German teaching post (full or part-time) in adult/further/secondary education.—Write Box TES 1885, The Times WC1X 8EZ.

FRENCH lady, bilingual, seeks post for "O" level French, Sept.—Write Box TES 1898, The Times, WC1X 8EZ.

FRENCH, Mathematics, "O" C.E. levels, qualified master seeks post Sept.—Write Box TES 1896, The Times WC1X 8EZ.

LATIN GRADUATE, also qualified to teach English, seeks first teaching post in September. (Preferably in South or South-West.) Box TES 1886, The Times, WC1X 8EZ.

MATURE Cambridge Graduate requires position as full- or part-time French Master, German, English and History as secondary subjects if required. Box TES 1900, The Times, WC1X 8EZ.

PHYSICS-MATHEMATICS graduate, youthful 60's energetic father of 7-year-olds with long lecturing, teaching industrial, admin. experience, seeks post where chronological age is no barrier. Phone 205 7850.

PROFESSIONAL Musicians, husband and wife, planning to reside southeast Kent wish to develop teaching (two cars). Husband violin/viola, formerly leading symphony orchestra, wife well-known concert pianist England and Continent. At present teaching privately and at specialist music establishments. High musical standard desired. Write Box TES 1884 The Times WC1X 8EZ.

SPANISH boy with teaching experience, seeks one school year post.—Write J. [illegible], Arturo Garcia 12-2°, Madrid 5. Tel. 227 8808.

TEMPORARY POST with accommodation required this Sept. Experienced Infant Teacher (37).—Box TES 1883, The Times, WC1X 8EZ.

Educational Courses

LANCASTER
THE UNIVERSITY
SCHOOL OF EDUCATION
ST. MARTIN'S COLLEGE OF EDUCATION
COURSES IN TEACHER TRAINING FOR MUSICIANS

(1) One-year course for Music Graduates leading to a Postgraduate Certificate in Education. Courses are available for Secondary or Middle Years teaching.

(2) B.Ed. Degree Courses. Four-year Honours, three-year Ordinary degree for Primary, Middle Years or Secondary teaching.

Excellent specialist teaching and facilities are available.

Further information from: The Registrar (Department E.S.), S. Martin's College of Education, Lancaster LA1 3JD.

LONDON
UNIVERSITY OF LONDON
INSTITUTE OF EDUCATION
MASTERS DEGREE IN RELIGIOUS EDUCATION

From October 1976 the University of London Institute of Education offers a course in Religious Education leading to the Degree of M.A. The course will extend over one year (full-time) or two years (part-time) and will include:

(1) The History and Philosophy of Religious Education, both in Britain and in other selected countries.

(2) A study of curriculum development in the subject.

(3) One of the following options:

(a) The Psychology of Religion;

(b) The Philosophy of Religion,

(c) A study of selected major belief systems.

Applicants, who must possess the normal qualifications for admittance to a Masters Degree in Education, should write in the first instance to the Registrar, University of London Institute of Education, Malet Street, London WC1E 7HS.

Awards and Scholarships

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton
THREE OPEN SCHOLARSHIPS
for September, 1976

Value £483, £258 and £192 per annum for day girl or boarder candidates between 10 and 12 years of age on 1st March, 1976.

Apply School Secretary for further information and application forms, which should be returned by 1st November, 1975.

Exhibitions

HAYWARD GALLERY, South Bank, S.E.1. (Arts Council.) ANDREA PALLADIO and THE GEORGIAN PLAYHOUSE until 12th October inclusive. Mon.-Fri. 10-8, Sat. 10-6, Sun. 12-6. Adm. 60p. Children, students and O.A.P.s 25p (10p all day Mon. and 6-8 Tues.-Fri.).

BRITISH MUSEUM.—Turner Water colours. Wkdys. 10-5. Suns. 2.30-6.

ROYAL Academy of Arts. Hommage a Teriade. French Graphic Art of Picasso, Matisse, Chagall etc. Until 12 Oct. Wkdys. 10-6. Suns. 2-6. Adm. 40p (Mondays 20p). And the private rooms and collected treasures. Until 31 Oct. Wkdys. 10-6 (Closed Tuesdays). Suns. 2-6. Adm. 50p. Students and pensioners half price.

TATE Gallery, Millbank, S.W.1. Richard Smith, Seven exhibitions 1961-1975. Until 28 Sept. Wkdys. 10-6. Suns. 2-6. Adm. 30p. Schoolchildren, students and OAPs 15p.

Personal

Announcements

AGENCY REQUIRES TUTORS
IN ALL MAIN SCHOOL SUBJECTS

TUTORS required to give private tuition in all areas in, and within, 30 miles of London. Details and application form from

PERSONAL TUTORS
01-350 8626
01-660 4963
01-508 0792

A PRIVATE ADVANCE
£25 UPWARDS

arranged without security or delay
CAMPBELL & HOBSON LTD.
107 Jermyn Street, London, S.W.1.
Write, call or phone: 01-839 3956.

FOR LOANS AND MORTGAGES

Contact
THE PROFESSIONAL BROKERS
PEACHEY & RICHARDS LTD.
for Mortgages up to £25,000
Bank Loans for any purpose.
58 Corn Street, Bristol
Tel.: 294467 8
1 Marlborough Road, Plymouth
Tel.: 68340 9
2 Martins Lane, Exeter
Tel.: 72313/4
Directors: R. B. Peachey M.Sc.(Econ.), A.C.I.S., I.B.S.
L. D. Richards

IMMEDIATE ADVANCES
£50 to £10,000
No security needed
[illegible] TRUST LTD
8 Clifford Street, New Bond Street, London, W.1.
Phone 01-734 5983/01-734 2914

PERSONAL LOANS
(Established 1924)
J. LESTER Ltd.,
Royal London House,
196 Deansgate
Manchester M3 3NW
061-834 8709

PERSONAL LOANS
£40-£500
REFUGE LENDING SOCIETY LTD.
(Established 1895)
138/139 Piccadilly Plaza, Manchester.
Tel.: 061-236 5406.
Suite 3, 7/8 Mill Hill, Leeds.
Tel.: 0532 459732

POSTALOANS
no security £20 to £6,000
RICHMOND INVESTMENTS
4 The Green, Richmond, Surrey
01-940 2920/0956

WANTED—TUTOR

Qualified, experienced, enthusiastic, young-in-heart, preferably married, offering ECONOMICS, GEOGRAPHY or BIOLOGY up to "A" level. Part or full-time: residence in exchange help supervision, administration or house. Interesting Further Education project, co-education (information). Apply Box TES 1882, The Times, London WC1X 8EZ.

ALL ADVICE ON MORTGAGE and house purchase free from a lecturer. A telephone call could save you thousands. 100 per cent loans to qualified teachers. —Telephone 01-863 1954.

CHILDREN'S stories wanted for publication. 1,000-4,000 words, typewritten. Send stamped addressed envelope for return of MS. Hambleside Holdings Limited, 12 Southgate Street, Winchester.

FERTILE Hatching Eggs available.—Orchards Farm, Great Missenden, Bucks 2401.

FRENCH GIRL, 18, Class philo, good English, seeks post as Assistant, au pair, in a school, 75/76. Rabon, 52 rue du Capricorne, 29 Quimper, France.

GRAMOPHONE Records professionally produced from your tapes, or use our Nationwide mobile recording service. Stamped addressed envelope details. Cathedral Sound, Fountayne, Smiths Lane, Halsall, Ormskirk, Lancs. L39 8SX. Telephone Halsall (0704) 840520.

MAXIMUM mortgages available for teachers. Schemes also available for first time purchasers and young teachers planning ahead.—Lainer phone 01-[illegible] 4653 (24hr. answering) for friendly consultation or send full details (no stamp required) to Martin Hassell Ltd. Incorporated Mortgage Brokers, Freepost, London NW4 1YB.

TEACHERS to undertake private tutoring—full, part-time. All subjects. Dulwich Academy of Tutors, Tel. 01-[illegible] 5575.

WRITE and sell Children's Stories, mail tuition. Sales assistance. Free booklet.—Children's Features (TES), 67 Bridge Street, Manchester M3 3BQ.

Holidays and Accommodation

HOLLAND
3,000 TEACHERS in Holland, Britain, Germany, Swit[illegible], etc., exchange of let their homes in holidays.—J. H. Tuinhoven, Gen. Master, 33 Stetweg, Castricum, Holland.

FLAT (modern, s.c., well-furnished) plus garage, available Oct.-June-Aug. S.E.19. £20 p.w. —Pilcher, 3 Bedford Court, Mowbray Rd., London, S.E.19. 01-653 3812.

HOLY LAND. Tour to Israel 10-24 April, 1976, with Brent Teachers Group. Professional teachers, Educationalists or Youth Workers invited. Details from organizing [illegible] A. Hare, care of Nichols (Travel), 72 Ballards Lane, Finchley N3 2BW. Telephone 01-349 2046.

KIRNESS Hate, 29 Belgrave Road, Victoria. 834 0505. Groups catered [illegible]

NEW ZEALAND.—Exchange seaside cottage Wellington area for flat London or south, any period 1976; middle-aged couple, no children. All replies answered. —Write Box TES 1894, The Times, WC1X 8EZ.

YOUNG INDIAN schoolmaster's wife seeks accommodation with British teacher's family for one month (end February to end March) in a university town.—Write Box TES 1884, The Times WC1X 8EZ.

For Sale and Wanted and Postal Shopping

SAVE UP TO 45%
ON RETAIL PRICES!

Send today for free brochure, listing the very fat trade discounts on almost anything including branded names products of famous manufacturers. All goods are brand new and fully guaranteed. Delivery arranged anywhere in the U.K. Buy with confidence from U.K.'s leading discount house.

Electrical Appliances, Refrigerators, Deep Freezers, Washing Machines, Food Mixers, Razors, Spin Driers, etc.	up to 37½%
All Photographic Equipment	
Carpets	up to 40%
Beds and Furniture	up to 50%
Cutlery, Venetian Blinds	up to 45%
All Radio, Hi-Fi Equipment, etc.	20% to 33⅓%
Clocks and Watches	20%
Mowers	up to 25%
Sewing Machines	up to 25%
Cycles	17%
Gas Appliances	up to 15%
Prams and Pushchairs	20%

Send for free brochure today or call, or phone
READING WAREHOUSES LTD.
Dept.: TES, New Road, Tadley
Basingstoke, Hants.
Tel.: Tadley 4188

THE FLAMING HEA
Mary Victor

An enigma variation of [illegible] in the Ascension.

THE MERLIN'S PRESS
London & New York
45 New Oxford Street
WC1A 1BH

Price £1.20 net. Hard
An easily sent Christmas

CALENDAR labs, [illegible] £1.25 per 100 [illegible] £1.60 per 100 Minimum [illegible] 50. Post and VAT [illegible] The Green Door, 16 [illegible] Street, Market Drayton, TF9 1HY.

DESKS wanted used [illegible] type children's desks by [illegible] Cottage School, Old Mill [illegible] Torquay [illegible]

HANDICRAFT canes and [illegible] all descriptions for edu[illegible] authorities, colleges and [illegible] Comprehensive price list [illegible] Bognor Regis. Personal [illegible] welcome.

PLASTIC in the classroom [illegible] for all kinds of teaching [illegible] tions. For cooking and [illegible] the Home Economics [illegible] ments for Arts and [illegible] Choose from our wide [illegible] Polythene bags, boxes, [illegible] and foil. We have everything [illegible] home freezing. Send for [illegible] colour catalogue today —[illegible] Plastics, 95 Alexandra [illegible] Windermere.

PROTOZOA cultures, [illegible] mixed flagellate and ciliate [illegible] for wide ranging [illegible] studies.—E. Anderson [illegible] Hanswerton Drive, Garforth, Leeds LS25 2BJ.

UP TO 30 PER CENT DISC[illegible] on BRANDED CARPETS, makes WILTONS, AXMINS[illegible] ORIENTALS, etc., with manufacturers' guarantees. [illegible] fitting service [illegible] most areas, free [illegible] U.K. £200,000 Carpets display at our London [illegible] provincial showrooms. Free [illegible] chure on request to Dept. [illegible] HODSON HULL CARPET [illegible] LTD., 5 and 6 Old Bailey, [illegible] 7771 (10 lines). Also at [illegible] 93 Pilgrim Street, New[illegible] upon Tyne 1. Tel. [illegible] 21438, 55-61 Lever St., Manchester 1. Tel. [illegible] 3687/8/9, 268 Old Christ[illegible] Road, Bournemouth, 21244, 2-3 Royal London [illegible] Queen Charlotte Street, [illegible] Tel. 28857, 14 Great [illegible] Street, Leeds 2. Tel. 41451, Edmund Street, Birmingham [illegible] Tel. 021-236 8862, 105 [illegible] Road, Westcliff-on-Sea, Southend 46569, 2-3 [illegible] Road, Brighton. Tel. [illegible] 126 Howard Street, Glasgow [illegible] 4HA. Tel. 041-221 3278, Fore Street, Exeter EX4 [illegible] Tel. 32019, 33 Killigrew S[illegible] Falmouth TR11 3PW. [illegible] 313855.

UP TO 33 PER CENT DISCO[illegible] on CARPETS. All leading [illegible] of Axminsters, Wiltons, Orie[illegible] &c., showrooms with stocks [illegible] fitting service to most [illegible] Apply to us for introductio[illegible] nearest showroom or send [illegible] for quotations. Free deliver[illegible] Cordova Carpets (TES), [illegible] Cross Green, Formby, near [illegible] pool. Telephone: Formby 7[illegible]

Properties for Sale and Wanted

DAY Preparatory School for [illegible] near Oxford. Freehold. Write [illegible] TES 1869. The Times, W[illegible] 8EZ.

LECTURE ROOMS—newly e[illegible] lished Centre of Shipping Stu[illegible] requires one classroom and [illegible] office room within an exis[illegible] London school preferably [illegible] English language school as [illegible] foreign students of the ce[illegible] may require to take English [illegible] tions.—Box TES 1893, [illegible] Times, WC1X 8EZ.

United Kingdom Commonwealth Scholarship Commission—Rhodesia

Nominations for awards to be made in 1976 must be received by the Commonwealth Scholarship Commission in London by December 31, 1975. Any Rhodesian graduate, wherever resident, who wishes to apply for a scholarship for postgraduate studies is invited to write before October 31, 1975, to

Mr. P. C. Harper,
Room E314,
Ministry of Overseas Development,
Eland House, Stag Place, London SW1E 5DH.

Summer Vacation

to 22 September

Overnight accommodation and meals
at LSE Halls of Residence
WC1 and EC1 areas

Individuals/School parties welcome

Enquiries:

Miss Barbara Powrie
London School of Economics
Houghton Street, London, WC2A 2AE
Tel: 01-405 7686

---

ilea INDUCTION COURSE

would YOU like to teach mathematics?

If you have a degree or other qualification in maths or science you may well be eligible to become a teacher of maths with the Inner London Education Authority.

We shall be running an Induction Course which will give a basic preparation in teaching skills and an introduction to modern developments in teaching the subject. It will be held at Chelsea College, will last from January to July 1976 and will include substantial periods of practical experience in the schools.

If you would like to join the course we should be pleased to hear from you. If you give details of your qualifications and experience we can tell you whether the Department of Education and Science will grant you qualified teacher status. Those whom we accept will receive full pay for the period of the course and will have temporary salaried teacher status. Upon successful completion of the course they will enter the permanent service of the Authority and are expected to remain in the service for at least two years.

The basic minimum salary will be £2,604 p.a. rising to £3,006 p.a. for a good Honours Graduate (Inclusive of London Allowance). Experience in industry or commerce, however, may also allow placement considerably above these figures.

If you are interested in applying please get in touch with the Education Officer T.S.2/M.I.C., The County Hall, London, SE1 7PB for further details *as soon as possible*. Telephone: 01-633 2101/6720. Personal callers welcome in Room 67, Main Building.

[illegible]

EDINBURGH FESTIVAL

A DISH OF TEMPTING DELICACIES

David Self

"Every festival is a symbol" So pronounces Diaghilev at the start of Richard Crane's new play, *Clownmaker*, which had its première on the "Fringe" of the Edinburgh Festival last week. It is easy to be pompous and to seek underlying themes in festivals. Because there are over 200 presentations by over a hundred companies on the unofficial Fringe, as well as a more than usually interesting official festival, it is also easy to get indigestion. My sympathies are with the cartoon character being advised by his doctor: "It's acute festivalitis—just go on a light diet [illegible] and Agatha Christie for a few days."

The visitor to Edinburgh would, however, be idiotic not to glut himself when so many tempting delicacies are on offer for so short a time. Typical of the best, in many ways, was *Clownmaker*. Staged by the Bradford University Drama Group, it is an imaginative and sometimes fantastic record of the love-hate relationship between Diaghilev the Clownmaker and his clown, Nijinsky. Some of the symbolic doubling of characters and the deliberately sketchy delineation of the minor characters were confusing, but the production was strengthened by immaculate staging and the superb playing of Tim Appleby as Diaghilev and the stage presence of Richard Walker (Nijinsky).

Its author, Richard Crane, was Fellow in Theatre at Bradford University. He is now resident writer at the National Theatre, but his Bradford job was to "stimulate dramatic activity as an extra curricular involvement". He obviously succeeded.

Bradford thus led the way once again. Durham University Theatre were some way behind but, by wisely sticking to established plays, they were able to stage a respectable and varied programme. For example, Dave Bell's production of David Storey's *Home* was unspectacular but thoughtful, sympathetic and moving. It realized available resources and did not attempt the impossible.

With the virtual disappearance of Cambridge from the Edinburgh scene, Oxford are regarded by many as the leading student company. Perhaps they have over-reached themselves; perhaps their deserved confidence has turned to complacency—but one of this year's productions, Tom Thomas's *Banzai Addio!* was disappointingly indulgent. It takes the form of an interview between a recluse and a young reporter in the former's Rome flat. The recluse sets out to seduce the reporter, who reveals too much of his own Jewish background. Neither is ultimately satisfied. The play really did need either one sympathetic character, some hefty cutting or more naturalistic playing.

One of the great merits of Edinburgh is that different companies can measure themselves against each other. The school play can rub shoulders with Athol Fugard's new play and so we get some idea of just how good a good school play can be; student productions can be viewed outside the heady atmosphere of college life, and (theoretically) standards should rise not from competition but from the natural exchange of ideas and from seeing other people's ways of working.

Boundstone Comprehensive School from Lancing in Sussex had a lot to offer. *For People Who Can't* "happened" when the group involved found themselves losing their confidence as A levels approached this summer. The show restored it, justifiably. A companion piece, *The Life and Death of Wilhelm Reich*, also grew from improvisation and—most important—from thorough research into the life of the sexual revolutionary whose life-work was suppressed and whose own love-life was ironically inadequate. Here was no desire to shock but a theatrical piece of impressive maturity, immaculately staged. Its comic Bismarck and Hitler were among the highlights of the whole Festival—but sometimes it did assume too much knowledge of Reich on the part of the audience.

Still, I think I prefer that to the show Doncaster College of Education offered. *Heads You Lose, Tails I Win* ("the comprehensive education game") was well-staged and visually attractive, and included some nicely observed caricatures of staffroom types, but lacked research, content and dramatic shape—nor did it offer any conclusions or proposals.

Before leaving school drama due praise must be given to the Queen Elizabeth Grammar Schools, Mansfield—now seasoned regulars at Edinburgh. This year's production, *The Stirrings in Sheffield on Saturday Night*, allowed a large and talented cast much scope. Discipline, positive direction, imaginative use of colour, a strong text and a gifted leading actor (Trevor Clarke as Broadhead) all contributed to a performance which could stand up proudly anywhere.

In comparison, Gloucestershire Youth Theatre's *The Children's Crusade* by Paul Thompson did prompt the "aren't they good for their age" response, in spite of some fine moments. Swindon College of Further Education prevented this reaction with their late night revue, *Off the Rails*, by being totally introspective about Swindon and further education colleges, their lecturers and students, and especially their enrolment cards.

Late night revue is a particular feature of the Edinburgh Festival scene. Oxford offered *Shaken Not Stirred*, a frothy cocktail with the strength of weak tea. Exeter presented *Ball Barings*, a show whose title accurately indicated its subject matter; and York waved *A Farewell to Legs*, an unpardonably funny show to which nothing was sacred—not even the Bible or *Equus* or *Death in Venice*.

But were I able to award *a prix de revue*, it would surely go to the Studio Theatre Group from Aberdeen. Their needle-sharp darts accurately pinned down such targets as graduate housewife talk, Andrew Cruickshank and Winnie the Pooh, and all were killed with kindness—an element missing from so much student theatre where violence and blasphemy seem more fashionable.

Devil's Chimney (a company based on the Cheltenham colleges of St. Paul's and St Mary's) showed that sympathy can be felt for the most unlikely characters. Brian Earnshaw's new play, *The Führer is Coming*, is an everyday story of Nazi folk, with poor Addie as the put-out paterfamilias or (perhaps more accurately) as a temperamental headmaster presiding over warring heads of department. It also demonstrated that people are still writing well-made plays and producing them well.

A professional Fringe production, Francis Warner's *Killing Time*, made no concessions to its audiences. Set inside the brain, it explores those elements of the brain that permit [illegible] utter "the bl hole of war", and is a prayer "those whose mouths were stop by human violence".

A similar concern with th holy was evident in two contrast productions in the official Festi Prospect Theatre Company pre ted *Pilgrim*, Jane McCulloc musical adaptation of *Pilgrim's P gress*. (These one word titles becoming almost compulsory: Traverse Theatre cut *Peer G* down to *Gynt's Pilgrim* may have the greatest of musical sco but its fidelity to the original t and Tony Robertson's stunni stage effects combine to make show that is theologically a theatrically light years ahead other religious rock shows.

Also religious but not Christ is John Morris's new play, *How M Tulloch Was Taken Away*. A hum ist tragedy, it is a sort of Glasweg *Chips With Everything*, a story a Scottish soldier whose idealism shattered when he finds he c change human nature. With th production of this play, Edinburg Royal Lyceum Company not demonstrated their own excelle but provided a proper contributi to the Festival from the host ci and even suggested that Scotl has found a company which stand alongside the RSC and National.

The Edinburgh Festival is a s bol. It's disparate and impossib summarize. It's catholic and (so as the Fringe is concerned) unse tive. It has its excesses and di ters but it is certainly the most citing event in the British thea cal year (for performers and ences alike), and it was all the acceptable this year for the p staying open after ten o'clock.

HARROGATE FESTIVAL

ENCOURAGING GOOD CULTURAL HABITS

Barry Still

Looking through the programme book of the third Harrogate Festival ("of Arts and Sciences" it was called then, in 1968, though the simpler title is enough now), we see features which have remained constant and which explain in great part why the first decade has been celebrated with such confidence and success. Director Clive Wilson admitted earlier to some pruning of the budget, but with record attendances there is unlikely to be any deficit. Music has certainly been well served this time, with the Scottish National Orchestra, who will be giving two concerts again in 1976, Marriner's Academy of St Martin in the Fields, the Schütz Choir of London, and the Tokyo Quartet, among leading groups.

The names of Delia Wallis, Kathleen Jones and Julian Byzantine may not be on everyone's lips, but as 1968 "young musicians" they have made their way at varying speeds along the way to general recognition. (Thomas Igloi and Moray Welsh were in Tortelier's Master Class that year, too!) In 1975 it has been the turn of, notably, the Bulgarian violinist Angel Stankov, the Dutch pianist Andreia van Schaick, and Lancashire's Graham Clark. This young tenor is understandably joining Scottish Opera shortly; his group of nineteenth-century Italian songs, almost all receiving their first British performance, were stylishly presented.

Young people have always been encouraged at Harrogate. The literary teaparty seven years ago for 10 to 15-year-olds, when Anthony "Jennings" Buckeridge and Alan Garner entertained and instructed their readers, is still memorable. The basic aims remained this year, and the methods have remained simple, too. Introduce young people to good cultural habits, in reading and in visiting concert halls, theatre or cinema, and if they understand that entertainment is not synonymous with low quality, and that high quality does not imply dull or dry substance, how much will have been achieved, especially if they participate themselves.

Kovari's magic proved as baffling and bewildering as ever; the children's film festival showed classics such as *Kes* and *Huckleberry Finn*; Children's Theatre Workshop, a group of actor-teachers from the Harrogate district, involved the five to 10s in "weird and wonderful goings-on". Outstanding, though, was Britten's *The Little Sweep*, imaginatively produced by Andrew Milne and crisply conducted by Michael Grady for Leeds Youth Opera Group. The audience enjoyed letting down its collective hair in energetic participation of the most helpful sort.

And what a good idea to have a country walkabout in the area, especially in Architectural Heritage Year. Many young people have taken part in sponsored walks for charity, and their own education is worth a similar effort, particularly when things are arranged so smoothly. And if adults pay £3 to hear a concert, the juniors have been able to enjoy their events at a mere fraction of an average week's pocket-money, even if to attend all that they wanted to see and hear meant a temporary overdraft.

"Art Deco—French Decorative Arts of the 1920s" is the title of an exhibition on view at the Victoria and Albert Museum until September 28. The style, which took its name from the famous Paris 1925 "Exposition Internationale des Arts Decoratifs et Industriels Modernes", the first major world fair to be exclusively devoted to the decorative arts and to which the present exhibition is a conscious tribute, is here represented by glass, pottery, silver, textiles, posters, fashion illustrations, carpet designs and typography.

RECORDS

MASTER CLASS

David Blewitt

Decca have put us forever in their debt by ensuring that the complete symphonies of Joseph Haydn are available on record. What is more, men of faith have been able to purchase them, as they appeared, in modestly priced albums with analytical notes of exemplary scholarship from H. Robbins Landon.

Now, unbelievably, they are doing the same for the String Quartets. The task has been entrusted to the Aeolian Quartet, a fine ensemble whose outstanding work in the field of chamber music has been disgracefully underrated over the years. The readings combine intellect and gaiety; the playing is clean-limbed and stylish. Only the recording is less than admirable. A cavernous acoustic, as if the players were ensconced in a swimming bath, mars the first album of the Early Quartets (HDNM 52/6: £9.45). Matters improve immeasurably with the sets comprising Opus 9 and 17 (HDNQ 61/6; £7.95 until October) and Opus 71 and 74 (HDNL 49/51: £5.67). Reginald Barrett Ayre's engaging scholarship adorns the accompanying booklets.

Vladimir Horowitz is a pianist whose reputation has charted an erratic graph. His technique has always been phenomenal: he is also old enough to be associated with an era when digital pyrotechnics frequently belied intellectual muscle. It is interesting, therefore, to be able to gauge his consistency by comparing his playing on an RCA disc (VH 011: £1.49), which culls performances spanning the years 1928-57, with a CBS disc (76307: £2.99), which covers the years 1968-73. Each is a Chopin recital. In both instances, Horowitz's genius evokes the music's subtle nuances with a strength and delicacy that is idiomatic yet original. The performances are paradigms for today's keyboard whizz-kids.

A COMPLICATED SCULPTURAL GROUP

John Russell-Taylor

The Pre-Raphaelite Tragedy 0 224 01106 5. *The Aesthetic Adventure* 0 224 01105 7. *Victorian Olympus* 0 224 01107 3. *By William Gaunt. Jonathan Cape. Paperback* £1.70, £1.60, £1.50 *respectively*. £3.50 *each hardback*.

A few years back an American academic introduced his own book on the Pre-Raphaelites by brusquely denigrating every previous work on the subject. A bibliography was dismissed because it was not a work of criticism; books which set out explicitly to deal with the visual art or the literature were trounced for not doing what they had never set out to do. And, final insult, when he got round to William Gaunt's *The Pre-Raphaelite Tragedy*, the writer brushed it aside as a "fictionalized" account, and therefore beneath contempt. The statement must have brought many readers up short. To begin with, the book is certainly not fictionalized; on the contrary, it is immaculately researched and unassailably precise in its documentation of fact and its clear distinction between fact and speculation or interpretation. It is, of course, a work of popularization, which is something else again. And, more importantly, it is an absolutely first-rate work of popularization, compulsively readable and marshalling a lot of unruly details on complex and contradictory characters into a remarkably persuasive pattern. As such it has had a decisive influence on more than one generation of art lovers and connoisseurs of the Victorian: one might wager that a high proportion of those reading the American professor's diatribe, possibly even the professor himself, had in fact been turned on to the Pre-Raphaelites first by reading Mr Gaunt's book in one of its many incarnations since it first appeared in 1942.

And now here it is again, somewhat revised, extensively re-illustrated, and handsomely reprinted in a uniform series with its successors *Victorian Olympus*, which concerns itself with the acade painters of Greek and Roman su who dominated the English world in the 1870s and 1880s, *The Aesthetic Adventure*, which cusses the aesthetics and decad who came into their own in th Wilde's Yellow nineties. It is such a neat chronological succe as might be supposed: the Raphaelites overlap the later ph while the Olympians such as W and Leighton and Alma-Tad look back to the 1860s and for to the nineties. There are c such as the late-Victorian pa for blue china and Japonaiser all kinds, where a Pre-Raph such as Rossetti joins hands an Aesthete like Whistler o Olympian like Leighton. And must remember that Burne-J was the first person the you Beardsley went to see in Lo and sincerely (if a trifle dis ingly) flattered in his *d'Arthur* illustrations, as w being unhappily involved in cause célèbre of the age, Whistler sued Ruskin for libel a review of one of his pai Reading the three books tog gives very much the feeling of ing round a complicated scul group, seeing it now from aspect, now from another, always seeing something new.

Of course, there has been of scholarship published o torian art since 1942, and, in ing, Mr Gaunt has taken it account. But it is astonishing little modification the new ledge requires to the overall f he then began to establish books are chatty, gossipy, pe But deceptively so, in that they in an extraordinary amount headed judgment and sugge original insights. The reade his appetite has been whetted certainly go on to other, specialized works. But this remains the best and most sive general introduction to art and artists in the second the nineteenth century, and good to have it readily av again.

ETV PREVIEWS

GOOD INTERIM VIBRATIONS

Robin Maconie

Peter Hutchings, deviser, musical arranger and producer of the BBC's new series *Music Makers* (which replaces *Music Workshop Stage II* for 10 to 12-year-olds on Wednesdays, at 10 am), was set an impossible task, and has done remarkably well.

His brief was to make the new programme less repetitious and more interesting to its juvenile listeners at both ends of the aptitude scale. The presentation had to be varied and lively enough to hold the attention of the slow starter, and the content had to be made sufficiently wide-ranging to stimulate those young listeners of uncommon ability and experience. At the same time Mr Hutchings had to make his new series relate simply and straightforwardly to its predecessor, out of consideration for teachers and pupils grown used to, if not fond of, its style and format.

Not an easy task, almost bound from such a specification to produce something of a hybrid; and evidence of a transition in thinking by the BBC about how the subject ought to be approached. Nevertheless, apart from a few minor points, *Music Makers* does not appear to do too badly. Mr Hutchings has built the series of 10 programmes around a ballad opera, *Johnny Jack Tar*, a nautical frolic set in the early nineteenth century, written by John Emlyn Edwards and incorporating seven folk songs of similar antiquity deriving from various parts of the country.

It's a good story with a lot of—perhaps too many—long words, but plenty of action and scope for dramatic invention. The songs are strong and by no means stale, and Mr Hutchings's sensible arrangements are simple, versatile, and (particularly in his use of percussion) often ingeniously evocative. Parts for orchestral instruments have also been prepared and will be available on request.

A useful innovation, perhaps building on the popular success of David Munrow's *Pied Piper* series, is the planned incorporation of early musical instruments—in this first series mainly woodwind—into the musical accompaniment and general discussion. This side of the programme is demonstrated by the excellent Christopher Ball and his Praetorius Consort. There is a musical alphabet—from A to I anyway—which serves as an introduction to the printed note and as a bran-tub of bits and pieces of information. There is also a quiz.

Of its kind, which is to say considered as an exercise in the traditional British approach to school music teaching, it all ought to work well. At some point, however, one is bound to question the traditional approach. The two main objections one may raise, both in general and by and large in this new series as well, are first that one never seems to get to grips with the meaning of sounds by themselves, of music without words, and second that the image of music projected by school teaching bears very little relationship to the sort of music that most children live with.

The danger of constructing a teaching programme around what children can read and play is that it reduces their musical horizon to the constricted limits of their physical capabilities. The real obstacle here is reading. Children learn by ear as well as by eye, and radio is an ear medium. Music that looks impossibly complicated on paper can be learned simply by listening. And that means Renaissance madrigals as well as the elusive sprung rhythms of our black kith and kin, who are going to find very little with which to identify in the current series.

This limitation of idiom is underlined, oddly enough, by a presentation that seeks to imitate the pace and exuberant manner of Radio 1. This is a good idea but somewhat wanting in execution. Having a signature tune which can be sung and played along with was an uncommon flash of inspiration, but it needs a real professional to devise a really effective signature tune, which this one is not.

Musical slogans and jingles have a more calculatedly ingratiating air. They, too, need to be well composed and stylishly sung. In both respects (both the chosen idiom and the simpering Kings Singers manner in which they are rendered) the programme betrayed a cloistered unfamiliarity with pop style which a little advice from a Radio 1 producer could easily have remedied.

School music is showing signs of rapid advance. Since the BBC are also directly involved, through the new Open University music courses, in this raising of the general musical consciousness, the time is fast approaching when a totally new music programme for primary schools will be possible and demanded. Music will become a subject incorporating elementary acoustics, the mathematics of the monochord, history, instruments, and the music of different nations. By this time we will no longer have to assume that a fair proportion of teacher supervisors will have had no specialist training, because music will have expanded into virtually every other speciality. Until that splendid tomorrow, however, we could do worse than to follow the adventures of *Johnny Jack Tar*.

MIND OVER METAL

Frederick Aicken

Three of the programmes in the new Physical Science series (BBC television) have already been previewed and exciting viewing they make. I have already noted the virtues of the first, *Mastery over Metals*. Intended as a contribution to the study of materials science, it shows how the properties of metals can be adapted to suit particular needs. In doing so, the programme underlines the enormous sociological changes caused by the use of iron over the past 300 years and looks forward, not pessimistically, to an era which could have serious shortages of this metal.

This programme material is highly concentrated and deliberately open-ended. It does not, for example, spell out the changes of crystalline structure during the tempering of steel. It cannot be used without considerable preparation from the teacher, preferably with the aid of a recording device. But the advantages are great; the material can be adapted to individual needs over a whole age and ability range.

Yet somehow this programme failed to produce that tingle which distinguishes the excellent from the highly competent. Such essential excitement, compounded of wonder and emotion, is too often missing from the prosaic activities of everyday scientific study—but it is present in good measure in the two other previewed programmes. *Elements of the Periodic Table* begins by reminding the blasé that the wonders of chemistry are apparent in the chemical transformation by sheep of grass into wool, mutton and even into other sheep. In the subsequent outline of the patterns of the Periodic Table, it generally stimulates enough interest and fun (Tom Lehrer) to launch and maintain a whole course in chemistry.

In *Fluids* there are some beautiful sequences involving experiments with fluidised beds (one of the few examples of the benefits of watching rather than doing practical work, bearing in mind the difficulties of making this apparatus) and demonstrations of the possibilities of hydraulics and of the effects of natural and heavy aircraft aerodynamics. Inevitably the compression of some of the subject matter leads to over-simplification and ambiguity, but these can be positive stimuli for class discussion. With so much opportunity for inquiry, visual beauty and re-awakened wonder, only the pedant will quibble about apparent inaccuracy.

BROADCASTING

SURFACE BRILLIANCE AND SUICIDE

John Horder

I wonder whether the BBC do not go about their search for "promising" new writers in too over-competitive, over-perfectionist a way. They have not evolved new ways of encouraging sixth-formers, first-year art-school or university students in writing more new plays for Radios 3 and 4.

These thoughts are prompted by a hearing of *Chapters in Crystal*, the first play for radio by Fred Hooper, a teacher in a Bristol polytechnic. The play will be broadcast on Radio 3 on September 7. Originally described as "promising" (that dreadful word again) by the *Radio Times* play competition, "18 months intensive work has produced what I consider to be the best first play I have ever come across", said producer Hallam Tennyson.

Chapters in Crystal starts brilliantly enough with Rainbird, a double-decker bus driver with a doctorate in science (played by Alec McCowen) making a positively life-affirming statement. All the more remarkable because it seems to be after he has committed suicide: "I want you to know that although I have committed suicide, I personally do not believe that my carbon-hard, ineluctable, all-consuming, vindictive, uncontrollable, selfish, central, self will ever be killed. It is phoenix-like, it has resisted all my attempts to reconcile its demands against my life and ideas; it has won; I have only killed my body. My psyche is alive and well and living in every vicious bastard who treads upon the earth."

The play mainly seems to consist of a series of conversations Rainbird had while he was alive with his friend Stoney (Edward Kelsey), a gypsy (Mary Wimbush) and a girl he endearingly calls Rainbow (Angela Pleasance). Talking to another, Nicola (Eva Haddon), he gives away some of the game about his degrees as well as himself: "I've always written my own letters after my name; tonight it's MD, next week I might be MLit or FRS or US. I think everyone is writing out their own degrees in these naughty days. . . . A BA would really suit you, or perhaps the new BEd".

The writing is all like this: hard, over-clever and brittle. Rainbird is constantly mesmerized by his own "brilliant" use of words, and has absolutely no way of operating from either his heart or gut centres. It is strictly a surface brilliance—and it was Rainbird's plight while he was alive that he was unable to enjoy anyone or anything. In Mr Hooper's rather dismal first play, only the gypsy is able to offer him solace, which is as charming and as sickeningly sentimental a notion as I have come across for a long time.

Even on radio, we badly need embodied, warm, gutsy and alive plays by writers who have taken the trouble to work towards some balance between head and heart in their lives. Mr Hooper's first offering simply will not do.

FILMS

SCREENING WELFARE

Nigel Richardson

Community service by schools has become widespread, but the work of relating it to the curriculum remains to be done. The community service programme at Uppingham has been operating for more than six years. Recently we decided to plan a course which would study some of the theoretical aspects of community work.

We chose to place the topics in an existing general studies course for second-year sixth formers, a team-teaching exercise in which they all meet for up to two hours once a week for an introductory talk and a film, before dividing into groups for two periods' discussion during the week. The BBC TV Enterprises film hire and Concord Film Council catalogues have provided most of the material, but we have shown full-length feature films as well. Each topic lasts two to four weeks and is backed up by a home-produced pamphlet, which contains questions, case studies and data culled from newspaper cuttings, *Britain 1975* and *Social Trends* (HMSO).

The BBC film *The Long Struggle* provides a good deal of documentary information about the history of the welfare state. *Someone from the Welfare* (Concord) is a documentary on a social worker in the London Borough of Camden, and invaluable because it presents a variety of case-studies which can be discussed individually. *Gale is Dead* (Concord), recently rerun on television, presents a harrowing account of how the state failed to save one young drug addict, while *Cathy Come Home* and *Edna the Inebriate Woman* (Concord) are 16mm copies of television plays which lose none of their impact. *The War Game* (British Film Institute) is a profoundly disturbing film, providing a glimpse of how the social services would all break down if the Bomb were dropped. Teachers should see it first and take note of the comments in the catalogue.

The theme of education provides a valuable insight into the origins of community issues. All independent school audiences seem to find Lindsay Anderson's *If . . .* (Columbia-Warner) riotously amusing, but also uncomfortably searching. Concord produce several films about comprehensive education, and there is the Leicester County Library's *What Did You Learn at School Today?* Nothing compares with *Seven Up* (Concord) which could create a whole term's debate. In 1964 Granada chose seven-year-olds from widely differing social backgrounds, interviewed them, gave them a trip to the zoo and a party and then let them loose on an adventure playground. The film's stated theme is "Give me a child before he is seven and I will show you the man". We compare East End Tony with children from the most exclusive private schools.

In between these extremes, various children tell us about their ambitions: three boys at a Kensington pre-prep ("Charterhouse and Trinity Hall, Cambridge"); middle-class Neil from Liverpool ("I want to be an astronaut, but if I can't be an astronaut, I want to be a coach driver"); and Paul, an orphan o mixed race. ("What does univer sity mean?")

The sequel *Seven Plus Seven* featuring the same children at 14 i an anticlimax, but well worth show ing none the less. The BBC *If A First You Don't Succeed . . . You Don't Succeed* shows how psycholo gists have demonstrated the crucia effects of the first few years on child's development. Finally, ther is always the epic *Prime of Mi Jean Brodie* (Film Distributor Associated) to raise questions abou just how much teachers can influ ence society for good or ill.

Many other community topic can be covered with films. An *Where Will The Children Play* (BBC) examines tower blocks an new towns. *Horizon* and *Man Aliv* series include programmes on ecology, population pressures, geriatric care and many other issues. Concord's catalogue includes many films about prison and after-care. Films cost from £2 for a short documentary to £20 £25 for a full-length epic.

Among many others, BBC 2 have produced documentaries in the past three years about a day in the life of Lincoln Prison, alternatives to prison, the Open University and *The Tele of Tomorrow*. This last showed Americans buying unneeded luxuries from their armchairs by television and press-button console, doctors in their surgeries treating patients in their homes by television camera and chess players finding opponents across town by television and computer link. "We now have the technology to create the complete television person" said the programme, raising the question of whether such developments will break the family up still more and thus cause more community difficulties.

What are the educational objectives of such a course? It should make people think about what they are doing on their community service afternoons, or, if they have "retired" to concentrate on examinations, to give them a chance to review past work done. It should also act as an incentive for future work—overseas, or at home with such organisations as Community Service Volunteers, or in a college or university-based project. Such a course can also help to widen a pupil's view of humanity, getting him away from the extremes of "All the rich are evil" on the one hand, and "Kill them off, hang them, send them all home" on the other.

Many pupils will have some personnel role later in life. We can teach them to view a situation in a detached way, and in assessing it, to decide priorities. Above all, the course should show that life is not simple and that the world cannot be reformed overnight, thus preventing disillusionment later on. Finally, since prevention is better than cure, it is right that pupils should have the chance to examine the origins of community difficulties and to see how society is changing in defiance of, or in response to, them.

Nigel Richardson teaches at Uppingham.

LONG SHOTS OR POT SHOTS?

The British Film Institute has so far shown little public interest in videotape as a film medium. All screenings of television programmes at the National Film Theatre are from film, either because the programme was originally made on film or because it has been transferred from videotape to film for theatrical presentation.

Recently, however, the BFI has been experimenting with a new approach to video. Intended to illustrate the institute's growing interest in this area, some black-and-white silent tapes made in New Zealand by Darcy Lange were continuously screened for several hours a day, over several weeks, on two monitors in the NFT club room and bar. The film-maker is quoted as saying that his intentions are "to convey the image of work as an occupation, an activity, a creativity and as a time consumer". Sadly, the experiment must be regarded as a failure.

Because it is difficult and expensive to edit videotapes, there is a tendency to let every shot run on tediously. Likewise, with monochrome video, it is often impossible to tell whether a scene is snowy, muddy, sandy or sunny, or intended to be beautiful or ugly. No one in the NFT club room seemed to be showing the slightest interest in what was happening on the monitor screens. Realistically lengthy shots of cows in sheds and fields are hardly riveting at the best of times.

The experience was an object lesson for anyone seeking to use home-grown video for communication or education. It may be cheap and easy to make the programme in the first place, but if no one watches the result the whole exercise is a waste of time.

ADRIAN HOPE